

Planning a Good Exemplar Lesson

Good lessons are well planned

The structure which follows gives a sensible overall shape for most lessons

1. A) Clear learning objectives in 'pupil speak' B) Clear learning outcomes in 'pupil speak' (what pupils must produce).
2. An exciting short starter to stimulate enthusiasm, promote thinking and to engage the pupils from the start. May or may not be related to main lesson topic.
3. A series of short episodes addressing different learning styles where possible – appropriate deployment of learning strategies.
4. A plenary – draws together learning **BUT** is not just a summary. It must re-engage, review, test understanding, apply learning. Try to make it active for pupils rather than teacher reiteration.
5. Assessment for learning – formative assessment should be seen in every lesson – teacher Q and A, pupil self review against learning objectives, outcomes of problem solving, application of learning, all provide opportunities. Without this a lesson will be **UNSATISFACTORY**

What to look for in the delivery

Pace	Must be pacey to maintain interest and for pupils to make maximum progress – short episodes help here
Engagement	Poor engagement is a sign that YOU have got it wrong! – wrong level, inappropriate expectations, poor materials, relationship with class. Look to yourself before blaming the pupils!
Challenge	Too low leads to misbehaviour and boredom; too high to disengagement and apparent apathy. If you see these signs, act!
Questions	Know Blooms taxonomy of difficulty and select questions in advance (state in your written plan)
Explanations	Take care with technical language – use word wall. Modelling is a useful device too.

Bloom's Taxonomy

Bloom identified a hierarchy of questions that are extremely useful for helping teachers to move classroom questions beyond the literal and to support differentiation within the classroom. The following examples of Bloom's questions 'brought to life' are taken from the Brighton and Hove LEA publication *Questions Worth Asking* and the Manchester LEA publication *Questions*. The examples powerfully illustrate the differences between the different types of questions, enabling teachers to more easily apply them to their own classroom contexts.

Example 1: From 'Questions worth asking'

	What students need to do	Examples of possible question structures
Knowledge	Define, recall, describe, label, identify, match, name, state	<i>What is it called?</i> <i>Where does . . . come from?</i> <i>When did it happen? Who?</i> <i>What types of triangles are there?</i>
Comprehension	Translate, predict, explain, summarise, describe, compare (events and objects), classify	<i>Why does he . . . ?</i> <i>Explain what is happening in the crater. . . .</i> <i>So how is Tim feeling at this point?</i> <i>What are the key features . . . ?</i>
Application	Demonstrate how, solve, try it in a new context, use, interpret, relate, apply ideas	<i>What do you think will happen next?</i> <i>Why?</i> <i>So which tool would be best for this?</i> <i>Put the information into a graph.</i> <i>Can you use what you now know to solve this problem . . . ?</i>
Analysis	Analyse, explain, infer, break down, prioritise, reason logically, reason critically, draw conclusions	<i>What patterns can you see in the way these verbs change?</i> <i>Why did the Germans invade?</i> <i>What assumptions are being made . . . ?</i> <i>What is the function of . . . ?</i>
Synthesis	Design, create, compose, combine, reorganise, reflect, predict, speculate, hypothesise, summarise	<i>Compose a phrase of your own using a syncopated rhythm.</i> <i>What is the writer's main point?</i> <i>What ways could you test that theory?</i> <i>What conclusions can you draw?</i>
Evaluation	Assess, judge, compare/contrast, evaluate	<i>Which slogan is likely to have the greatest impact?</i> <i>Should they develop the green-field or the brown-field site?</i> <i>Which was the better strategy to use?</i>

WRITING LEARNING OBJECTIVES

A learning objective is	A learning objective encompasses	A learning objective is expressed	A learning objective is NOT expressed
A precise statement of what a child should be able to do at the end of an activity	An application or	draw Identify calculate plan predict decide apply state compare assemble describe construct solve reflect upon make distinctions draw conclusions Demonstrate	Know Understand Learn Memorise Acquire skills in Become familiar with Develop mastery in Appreciate the significance of
A differentiated minimum target	A capability or	handle list present build make define use contrast select explain discuss write classify	
	An opportunity for pupil assessment/self evaluation		

Understanding is a very important learning objective BUT it is measured by one or more of the above objectives. If you use it as an objective in its own right, you **MUST** say how it will be assessed by application in problem solving

HOW TO USE LEARNING OBJECTIVES

- **Identify in your written plan**
- **Constantly ask in planning if your intended action delivers the objectives** (this avoids fruitless and wasteful activities)
- **explicitly share objectives with pupils in language they understand** (spoken and written)
- **refer to objectives throughout lesson**
- **come back to objectives near end of lesson** (use to demonstrate pupil progress – motivating, and a check for yourself)

• **Learning outcomes - explicitly share objectives with pupils in language they understand** (spoken and written) what you want them to produce as a consequence of the learning activities.

THE BIG PICTURE

Your lesson is part of a bigger scheme.

You are familiar with this and know exactly where your lesson fits in.

Learning is enhanced if the pupils are aware of this too.

SHARE this info with them at an appropriate level

Eg This lesson follows on --- begins to look at....adds to our knowledge....etc

Indicate NC, QCA, Scheme of Work in your written plan

STARTERS

Check the internet – many ideas available

- rapid exciting and often novel start to a lesson (grabs attention and engagement)
- may or may not be related to main content
- be imaginative – use photos, artifacts, problems, challenges, literacy, numeracy, matching, sorting, classifying, word games, music.
- ring the changes!

BEWARE OVER_EXTENSION BECAUSE THEY ARE FUN!

PLENARY

The purpose of the plenary is to **consolidate** learning

It can take many forms

It can occur at any time or in smaller parts

It is **not** just a question and answer section revising lesson although it might be sometimes

It could be:

A written problem solving exercise using lesson learning

A challenge to achieve a goal using lesson learning

An analysis of materials using lesson learning

A presentation using lesson learning

A homework activity using lesson learning

A research project using lesson learning

A quiz using lesson learning

ASSESSMENT

This section is a mandatory part of every lesson plan

Assessment is for both you and the pupils

- check progress by Q and A to individuals and groups to assess understanding and progress
- observe actions of pupils for own feedback
- assess independence of working and level of required support as a measure of success
- measure progress against levels/ assess criteria/ objectives **and record systematically**
- use 'assessment for learning' techniques – self assessment
- check written responses
- sometimes carry out formal assessments
- provide positive feedback
- use assessment to focus your support for particular pupils in need
- use assessment to modify your lesson and delivery according to need

Guidance on where to pitch judgements about the overall quality of a lesson

The overall judgement will be a 'best fit' of the grade descriptions in the box, except in the case of an unsatisfactory lesson where particular conditions mean that the lesson cannot be satisfactory.

Description	Characteristics of the lesson
Outstanding (1)	The lesson is at least good in all or nearly all respects and is exemplary in significant elements, as shown by the exceptional enjoyment and progress of the learners.
Good (2)	Most learners make good progress because of the good teaching they receive. Behaviour overall is good and learners are keen to get on with their work in a secure and friendly environment in which they can thrive. The health and safety of the learners are not endangered. Teaching is well informed, confident, engaging and precise. The work is well matched to the full range of learners' needs, so that most are suitably challenged. Teaching methods are effectively related to the lesson objectives and the needs of learners. Teaching assistants and resources are well deployed and good use is made of time. Assessment of learners' work is regular and consistent and makes a good contribution to their progress.
Satisfactory (3)	The lesson is inadequate in no major respect, and may be good in some respects, as shown by the satisfactory enjoyment and progress of the learners.
Inadequate (4)	<p>A lesson cannot be adequate if:</p> <ul style="list-style-type: none"> • most learners, or a significant specific minority of learners, make less than satisfactory progress, whether this is due to unsatisfactory teaching or the impact of bad behaviour • learners' overall behaviour or attitudes are unsatisfactory, and the tone of the lesson is inimical to the development of learners' personal qualities • the health or safety of the learners is endangered • the teaching is unsatisfactory. This will usually cause the learners' progress to be unsatisfactory, but occasionally progress will be satisfactory in spite of the teaching due to the good attitudes of the learners. Unsatisfactory teaching is likely to have one or more of the following: <ul style="list-style-type: none"> ○ weak knowledge of the curriculum leading to inaccurate teaching and low demands on pupils ○ work badly matched to the pupils' starting points ○ ineffective classroom management of behaviour ○ methods which are poorly geared to the learning objectives or which fail to gain the interest and commitment of the learners ○ inadequate use of resources, including assistants and the time available ○ poor assessment.

Checklist of characteristics of a GOOD LESSON (Grade 2 or 4)

It should be possible to write positive comments on most, if not all of the following:

PROGRESS

TEACHING needs to be: well informed, confident, engaging, precise.

BEHAVIOUR

KEEN to work

FRIENDLY ENVIRONMENT

HEALTHY and SAFE

NEEDS-MATCHED WORK

CHALLENGE

METHODS relate to objectives and needs

TEACHING ASSISTANTS

RESOURCES

TIME (PACE)

ASSESSMENT is regular, consistent, aids progress.

Focus

• Standards

• Expectations / Rigour

• Lesson preparation

• Differentiation: support / challenge