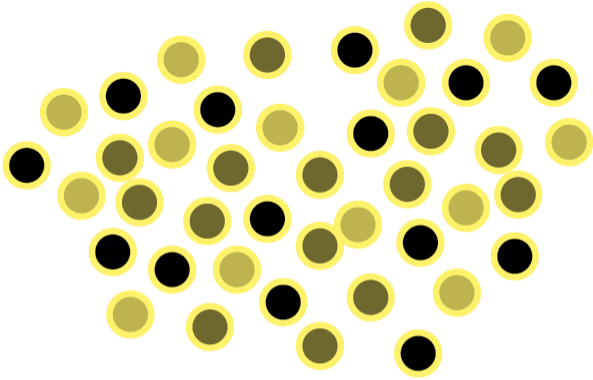




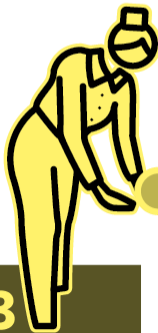
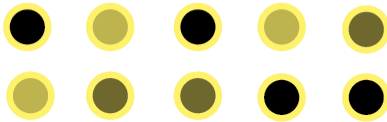
Lesson planning guidance



1



2



3



All students at some point are novices in any subject, and even those who develop expertise in some areas will be novices when new themes, concepts, ideas or skills are presented. Effective planning will help support learners in becoming more confident with this substantive knowledge (the academic, domain specific, factual content, information and methods) while developing their disciplinary knowledge (big ideas, connecting arguments, understanding of the way in which conventions and ideas are developed). Planning should be rooted in an awareness of the big picture (which will in time support students' ability to develop and understand hinterland knowledge).

Selecting the right knowledge to teach and organising it in a way that students will understand and make connections to their prior learning will support students to make progress. The means of delivery and the tasks come second to this initial phase of planning.

How to use the BWA lesson plan


Utilise this template to support lesson planning. It should be a quick way to guide the planning process and support a reflective approach to planning.

Below you will find some guidance for each stage of the planning process. A blank template is also available on the website to download and print whenever you need it.




Brooke Weston lesson planning

Prerequisite knowledge



What do students already know that will support this lesson? What retrieval is essential to successfully transition?

Powerful knowledge




What is the core factual, conceptual and procedural knowledge and skills being developed in this lesson?

Signposting the hinterland



How can you develop opportunities to increase the depth, or broaden the breadth beyond the core powerful knowledge?

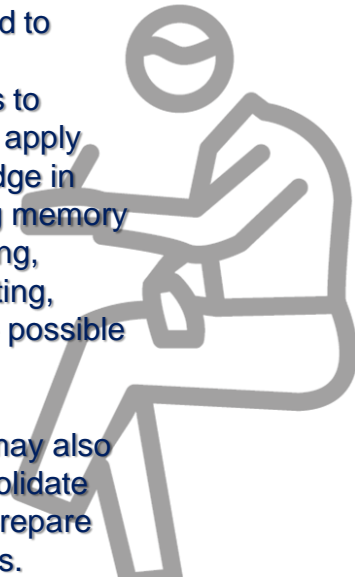
Means of delivery



Is there a need for an entry 'do now' activity to settle the group?

What are the key stages of delivery in the lesson and how is this planned to avoid cognitive overload? Consider whether direct instruction or faded practise have a place in the delivery of powerful knowledge. Are there key hinge questions that can be planned and what common misconceptions need to be addressed head on?

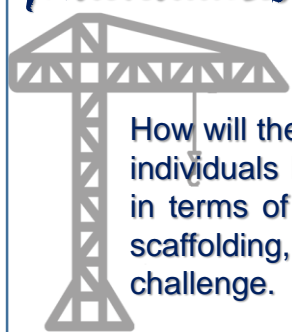
Generative learning



In order for learning to take place, students to be enabled to engage with opportunities to practise and apply new knowledge in their working memory – summarising, drawing, testing, mapping are possible strategies.

Homework may also help to consolidate learning or prepare for next steps.

Individualising

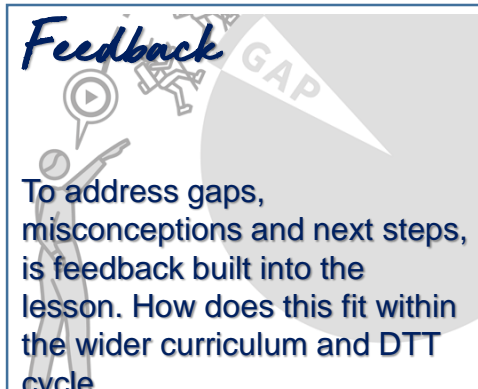


How will the needs of all individuals be met, both in terms of support and scaffolding, and challenge.

Reflections



Feedback



To address gaps, misconceptions and next steps, is feedback built into the lesson. How does this fit within the wider curriculum and DTT cycle

Next lesson





Brooke Weston lesson planning

Prerequisite knowledge

- Prior learning
- Retrieval and mastery activities

Powerful knowledge

- Core knowledge
- Key skills
- Success criteria

Signposting the hinterland

- Depth / breadth
- Holistic and synoptic links

Means of delivery

- 'Do now' starter task
- Avoiding cognitive overload
- Direct instruction
- Modelling
- Faded practise
- Hinge questions
- Misconceptions

Generative learning

- Application
- Student activities
- Processing
- Summarising
- Testing
- Mapping
- Homework

Individualising

- Attainment groups
- Vulnerable students
- Interventions

Reflections

Feedback

- Live mark
- WCFB
- DTT calendar

Next lesson