



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?

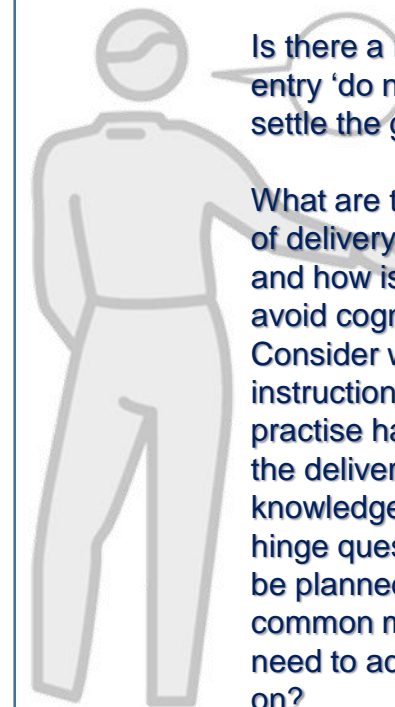


Signposting the hinterland

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



Means of delivery



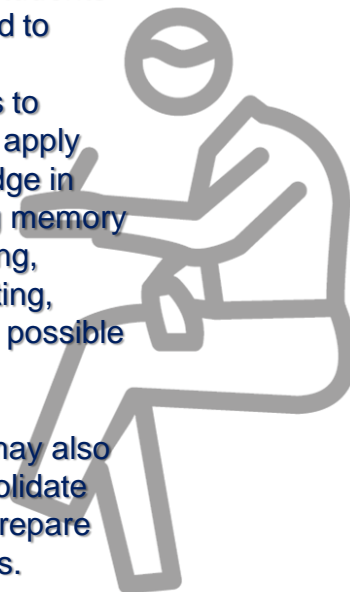
Is there a need for an entry 'do now' activity to settle the group?

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?

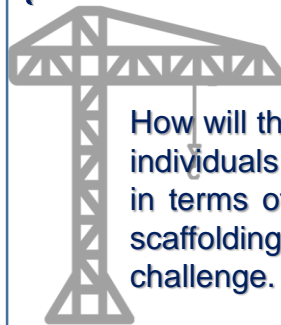
Generative learning

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.

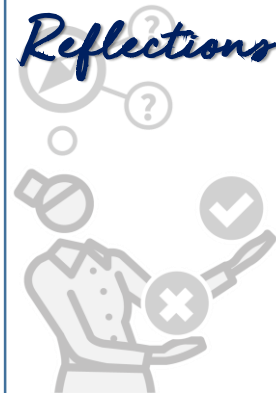


Individualising

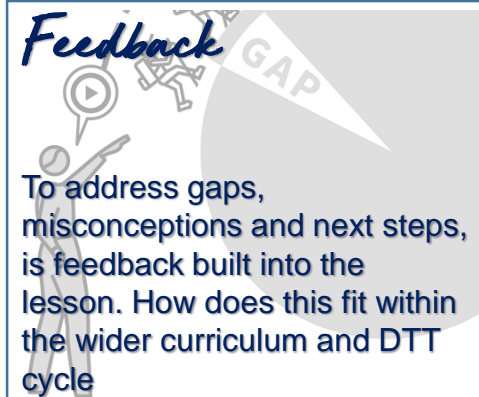


How will the needs of all individuals be met, both in terms of support and scaffolding, and challenge.

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





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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