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Teaching & Learning (planning effective learning)



Planning a Unit of Work



Aim High

Know the expected outcome; identify what is needed for it to be at the expected level. Plan opportunities to deepen knowledge & apply it in different contexts



Decide on what to teach

Use curriculum plans to identify the knowledge that needs to be taught.



Plan the first steps

Decide on the 1st steps to teach to ensure children have the basic knowledge they need to get started as novice learners.



Identify the next steps

Build on the 1st steps; break down concepts & skills, & potential misconceptions. Check that these steps will allow children to be successful in their learning, becoming 'expert'



Decide what to input

Think about how to introduce children to each of the planned steps. What activities will help them to learn best? What connections will you make?



Plan Practice Tasks

Think about how children will practice new skills & remember information. Build in opportunities for guided & independent practice of particular steps before moving on to independent learning. What questions will you ask to check progress?

Planning Effective Learning








This proforma is based on research from cognitive science & is intended to support the development & refinement of effective practice.

It is not expected that all elements of this proforma will appear in every lesson as learning can & will take place over more than one lesson.

Elements will also need to be adapted to meet the needs of particular subjects as well as the needs of the learners involved.

We feel these are the elements that are needed in all lessons to ensure learning is as effective as possible.

- Clear identification of 'sticky' knowledge – adults & children are clear on the essential 'take-aways' from each lesson
- Learning is checked, checked & checked again – adults circulate, ask probing questions & provide immediate feedback to support learning
- 'Sticky' knowledge is at the heart of the lesson – children have opportunities to practise, rehearse & recap on important learning.

	What needs to 'stick'?	Decide what knowledge (information, skills, techniques etc) children need to remember at the end of the lesson. What will help them to move from 'novice' to 'expert'? Use: <ul style="list-style-type: none"> • Feedback from previous lessons • Knowledge identified when planning sequence of learning • Knowledge identified in planning progression
	Getting started – Decide resources & approaches	Make sure resources focus on information that needs to stick in children's minds by the end of the lesson Make sure: <ul style="list-style-type: none"> • Slides & handouts focus on the essential lesson knowledge • Key learning is clearly identified (underlined, bold font, arrows etc) • Concrete resources (e.g. manipulatives), worked examples, WAGOLLS, pictures etc are ready for use. Decide what is the best way to deliver the learning. <ul style="list-style-type: none"> • Think about what the children need to think about to understand & remember the task. • Decide what sort of activity will help children to focus on the learning (teacher talk, practical, experiential etc) and provide the necessary level of challenge for all children <i>throughout</i> the lesson. • What questions will help check understanding?
	Make Connections	Make regular links with previous learning <ul style="list-style-type: none"> • Revisit vocabulary & subject-specific language • Use sentence stems to revisit & recap concepts; use language in a sentence to demonstrate meaning • Refer to learning displays to help sequence knowledge (e.g. timelines or maps)
	Carefully Planned Practice	Identify potential difficulties that children might experience in the lesson. Draw on feedback to decide if a guided practice or independent practice session is needed. Guided Practice: <ul style="list-style-type: none"> • Model & explain 'new' learning or elements of learning from previous lessons that children find 'tricky'. • Revisit & recap on prior learning that will be needed to be successful in the current lesson (e.g. a maths strategy; a sentence structure; a drawing technique or a spelling rule) • Circulate & check for success Independent Practice: <ul style="list-style-type: none"> • Model & explain an element of learning that children will need to be successful (e.g. sentence structure) & provide time to practice that element before moving on. • Ensure that independent practice tasks provide a level of challenge for all children. • Circulate & check for success using probing questions; provide feedback.
	Working Independently	Design a task that will allow children to consolidate their understanding of the lesson's 'sticky' knowledge. <ul style="list-style-type: none"> • Explain task clearly & concisely; check for understanding of essential information. • Make sure scaffolds & worked examples are available – withdraw this over time as children become more 'expert' • Circulate & check for success using probing questions; provide feedback.
	Questioning & Feedback	Review understanding of essential 'sticky' knowledge <ul style="list-style-type: none"> • Ask questions that both support and challenge learners • Plan short, focused tasks that allow children to demonstrate their level of understanding. • Provide focused feedback to support, challenge & secure learning.
	After the lesson – review & adapt	Review learning to see how successfully children understood & remembered their 'sticky' knowledge. Decide: <ul style="list-style-type: none"> • What needs to be practised or retaught? Does it need to be whole class, groups or individuals? • Does more time need to be taken to consolidate learning? Can you explain your thinking for this? • Does the work need to be made more challenging? Whole class, groups or individuals? Adapt & adjust planning in light of your review of learning.