

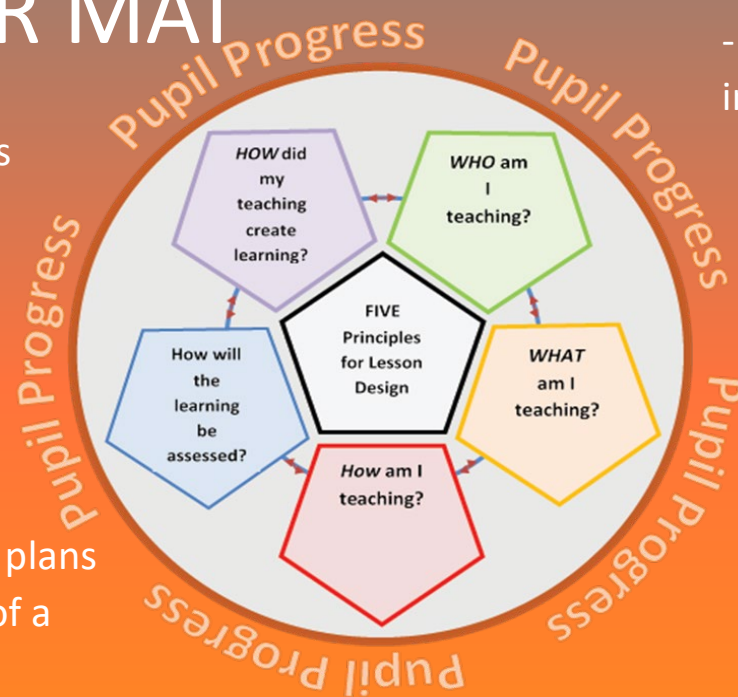
PGCE SECONDARY MENTOR MAT

Lesson Planning

Autumn term – Phase 1
- practice in planning individual lesson.

Designing lessons should be considered as a **process** rather than a **product**.

Individual lesson plans are the product of a thinking and design process.



Spring/summer term - Phases 2 & 3
- autonomy and freedom to plan sequences of lessons (two, three, four or more lessons).

SHARP Target Setting

01 **Specific**
What exactly needs to be achieved?



02 **How?** ?
How will the target be achieved? What actions need to be taken (2-3)?

03 **Achievable**
Set the time scale. Which lessons will be observed?



Together we need to ...ensure routine target setting and target reviews are detailed, subject-specific where appropriate, and rooted in a thorough evaluation of trainees' recent practice (Ofsted 2020:p47)



04 **Related**
Relate to the UW ITE curriculum so that progress can be tracked

05 **Progressive**
Pitch targets from emerging through to high performing.



Weekly review agenda

Three positive points from the week.
Agree one to two blunt targets.
Make them SHARP.
Identify the lessons to be observed and discuss the content.
Review the Progression booklet.
Always ask for the trainee's opinion.



Post lesson discussion

Start with the positive – what did pupils learn, what did you enjoy, what went well?
Have 3-4 questions ready.
Do not give the answers.
Aim for the trainee to do more talking than you.



Autumn checklist

- Weekly reviews.
- Induction booklet.
- Assignment A – resource and reflective commentary.
- 2 written evaluations per week.
- Subject knowledge audit.
- PebblePad and weekly reviews.



Spring/summer checklist

- Move to sustainable lesson planning.
- Evaluations as part of the weekly review.
- Assignment B – literature review and presentation.
- Review the transition plan.
- PebblePad.
- Weekly reviews.
- Subject knowledge audit.
- I made a difference tab.
- Post-16 experience.



Final checks

PebblePad.
Attendance record completed.
Primary placement.
UW Career entry profile.
Final report.
Viva voce.

Report Deadlines

- Friday 09 December 22
- Wednesday 22 March 23
- Wednesday 14 June 23

University Days

18 November (phase 1)
21 November (phase 1)
09 December (phase 1)
01 March (phase 2)
13 April (phase 2)
Week commencing 27 March (phase 2)
Friday 12 May (phase 3)
Monday 19 June (phase 3)
05 or 06 June - Assignment B presentations

Entitlement

- Named subject mentor
- One weekly review meeting per week
- **Two** formal lesson observations
- A school professional studies programme
- A joint PM/SM observation
- Access to policies

Trainee needs support?

- Speak to the tutor
- FirstPoint – 01905 542551 (state PGCE Secondary)

Website – search for 'Worcester Inspirational Partnerships'

Placement contact

- c.rowlands@worc.ac.uk

Head of Strategic Partnership

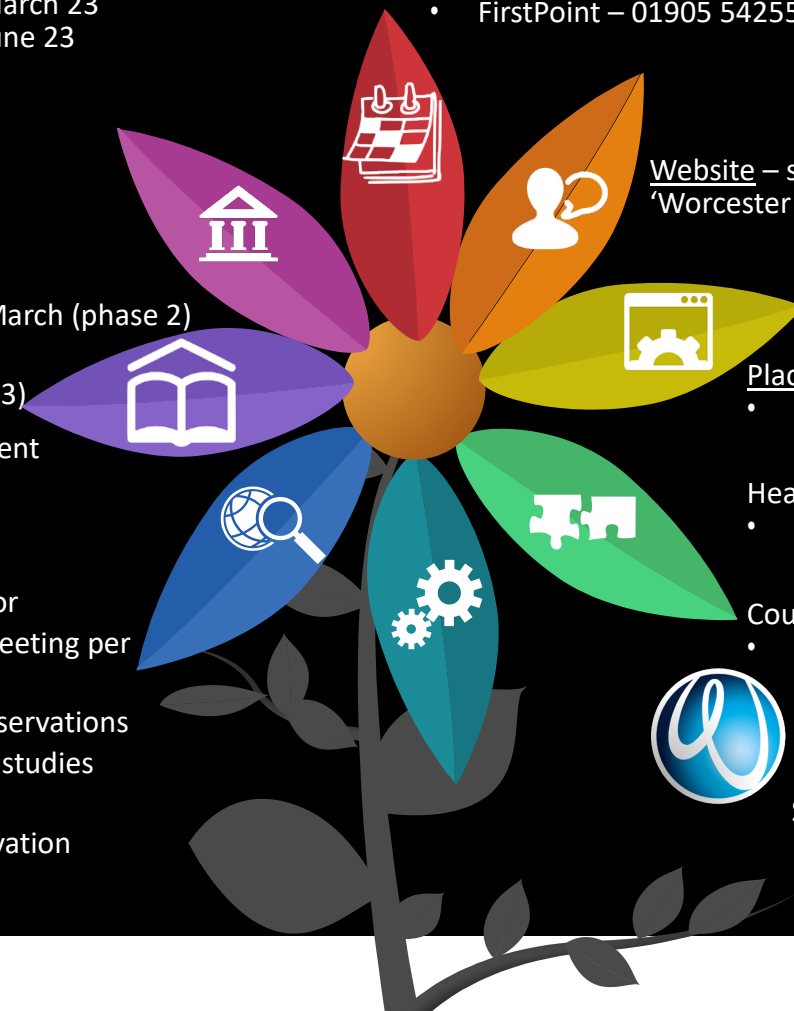
- s.lawson@worc.ac.uk

Course Leader

- s.emmerson@worc.ac.uk



University of Worcester
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Are you using the Progression Booklet?



Themes from the **taught UW ITTE curriculum** when observing

Behaviour Management

How Pupils Learn

Adaptive Teaching

Subject Knowledge and Pedagogy

Assessment

Professional Behaviours

Equality, Diversity and Inclusion

Use these themes as key headings in lesson observations. Use the Progression Booklet

BM

HPL

AT

SKP

A

PB

EDI

HPL

A

SKP

BM

How Pupils Learn?

What was the pupil's prior knowledge? (HPL2, HPL4)
Did you break tasks down into constituent parts/chunks? (HPL6)
What was the key concept, skill or knowledge that you wanted them to learn? (HPL6)
How did you plan to use modelling, explanations, and scaffolds? (HPL6)
How could you build opportunities for independent practice? (HPL5, SKP1)

Assessment?

Did pupils make progress in the sense of knowing more, remembering more and being able to do more? (A1)
How did you align the task that the pupils completed independently with the plenary/exit task? (A2)
How will you check what they have learnt? (HPL3, HPL8, A2)
How could you use retrieval and spaced practice in future lessons? (HPL1, HPL4, SKP1)
Would live marking have had an impact on learning? (HPL4, HPL8, A2, A3, A4)

Subject Knowledge and Pedagogy

How well do you think you explained X? What was the foundational content knowledge? (SKP1)
How well did you deal with the misconceptions some pupils had about y? Are there knowledge gaps? (SKP1, HPL2)
How confident did you feel dealing with the question from Z? (SKP2)
How did the resources enhance the learning? (HPL10, AT1, SKP2).

Behaviour Management

How can you reinforce, and praise expected behaviours (write a script?) (BM6)
What were the key transition points in the lesson? (BM7)
How can you learn pupils' names quickly? (BM1)
How can you use your teacher radar to deal with off-task behaviour? (BM1,4,5,6&7)
How can you implement whole class-resets so that all pupils are listening? (BM3, 4&5)

What is the Blueprint?

'Practice-able' teacher behaviours

Go Granular

Timely mentor emails

plan, practise, follow-up, repeat

Model and rehearse with trainees

Purposeful integration - university & school

Essential routines and procedures

Regular and frequent feedback



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New for 2022-23!