

**PGCE FE Lesson Plan Exemplar**

**Purpose: to plan individual lessons and consider wider teaching themes to address within the session**

**Course Title: Independent Living**

**Module/unit: Employability skills**

**Level: E3/L1**

**Date: 30th Nov 2020**

1. **AIM, LEARNING OUTCOMES AND BACKGROUND NOTES**

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| **AIM:**  **What is the overall intention of the lesson?** |
| **To produce a formal communication (work experience request) using a range of sentence structure and vocabulary (ref WR E3 2)** |
| **LEARNING OUTCOMES:**  **By the end of the session learners will be able to:**  LO1 – Sequence a formal communication in a logical order.  LO2 – Use previous learning ( vocab and sentence stems) to create a piece of writing demonstrating a formal style using a range of formal vocabulary.  LO3 – Demonstrate critical feedback skills to assess own and others’ work against success criteria. |
| **LESSON CONTEXT:**  **(environment, relationship to course design, topic and sequence rationale, previous learning of group, individual needs within group)** |
| This session builds on previous learning with practising writing skills. This session is part of series that is delivered before learners sit a summative assessment in a few weeks.  All learners will be encouraged to participate in the lesson from the beginning and the content and activities are pitched to meet the spread., a response to a scenario will then co-constructed with the final activity of learners writing an individual piece of work  Learners will be encouraged to make choices regarding their writing, learners will also assess their own and their peers learning during the collaborative activity. This will allow the higher ability learners to be stretched and challenged and those learners that need more scaffolding to be supported.  There are a number of individual needs within the group so some learners will potentially need additional support, when learners work collaboratively. they will be in mixed ability pairs. This will be identified throughout the session and the appropriate level of support to be offered during the independent study time.  LSA’s are available for support and they will be briefed before the session on which learners to prioritise and intended outcomes. |
| **WIDER PROFESSIONAL THEMES Positive behaviour (PB), wellbeing( WB), embedding English and maths and digital skills (EM) and Fundamental British Values (FBV) Equality, Diversity and Inclusion (EDI)**  **How will the above wider themes be addressed? You are not expected to cover all themes in all sessions** |
| PB – a reminder of class rules and routines will be given at the start of the session. Focus will be on positive feedback, not low level disruption.  EM -Question focus on what a formal style looks like. Group to agree criteria for success for feedback. DS Use of WP to produce letter – demonstrate paragraph functions and font and layout skills..  FBV – class rules to be followed so everyone has the opportunity to learn.  WB – include a bright start and a wind down activity. Ensure LSA is able to support priority learners. |

1. **SESSION PLAN (think about prompts - short notes - rather than description)**

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| **Time** | **Learning Outcomes**  **(reference)** | **Teacher activity - what will you be doing at points during the lesson?**  **Learner activity – what will learner be doing? How will all learners participate?**  **Notes for individual needs – support and stretch. Inclusive strategies? Learning support?** | **Assessment activity -**  **Formative feedback strategies and links to summative. When and how will you review of learning? How will achievement be recorded?** | **Resources -including signposts for independent study** | **Evaluation**  **When were learners most engaged?**  **When did they make most progress?**  **What worked well? Why?What would you differently? Why?**  **Complete after the session** |
| 9:15am – 9:20am  10 minutes |  | T Welcome Bright start activity. What we are going to do for this session – vocab building game.  Share learning outcomes in simplified terms. CFU  Talk through English paper and practice exercises -reassure  T/L Discuss and agree success criteria (from spec) | Observation  Probing Qs  CFU | PPT Vocab resource | They enjoyed the game – it got quite lively.  Used direct instruction which supported recall – need to think about understanding |
|  | **LO1** | minimum of 3 paragraphs; use appropriate language; explain the request logically; use appropriate opening and closing | Refer to criteria | Board and add to PPT | Model answer would have worked here |
|  | **LO2** | L individual work  1 mindmap ideas and then order  2 write letter on PC  T and LSA to facilitate/scaffold  LSA work with SR and TC | 1 to 1 Q and A  Discuss maps  Questioning and review | Online/paper based maps | Some learners find mindmaps a challenge.  I need to provide choice |
|  |  | Ls self assessment  1.Check own work against criteria  T/L CFU 2. Whole group discussion to elaborate on example text (visualiser) | Use model answer and group examples link to formative assessment to provide pointers for improvement | Model answer | Could have used model earlier. |
|  |  | Whole group feedback  T Pairwork Pair learners off to give each other feedback on how to improve writing.  Ls As above  T monitor and facilitate  Teacher to write question prompts on the board add | Peer learning  Assess against criteria | Question prompts – add to PPT | This worked well – especially when it was supported as it is a more challenging task to say why a piece of writing meets or does not meet the criteria. |