**PGCE Secondary Lesson Plan Template**

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| **Trainee Name:** |  | **Host Teacher:** |  | | **Subject & Topic:** | |  |
| **Class name &**  **Key Stage** |  | **Lessons per week:** | *How many lessons do you teach this class, per week?* | | **Number of pupils** |  | |
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| Key Focus | | | | | | | |
| *What is the key development focus* ***[in this lesson]*** *and how does this link to any previous observation feedback?* | | | | | | | |
| **Lesson Objectives** | | | | **Intended Lesson Outcomes (maximum of 5)** | | | |
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| **Resources required (planning and preparation)** | | | | | | | |
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| **Pupil Context**  **Class profile including SEND, additional support needs and how support staff may be involved in supporting the lesson/pupils.** (For TAs and SEND staff, complete a Support Staff Plan in addition to the lesson plan.) |  | **Progress Notes  Prior learning  Information on pupil targets; ‘meeting’, ‘below’, or ‘above target’.** |
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| **Development of language, literacy, and numeracy skills.** | **Promotion of British Values;** including democracy, the rule of law, individual liberty and mutual respect and tolerance. |
| *How will you promote the development of language, literacy, and numeracy skills? Consider subject specific terminology and key words when pupils respond to questions and speak to one another. Promote articulacy and the correct use of standard English. Provide opportunities for reading and writing.* | *How will you promote British Values? Encourage pupils to share their thoughts and engage in paired work – are pupils given opportunities to help one another? Do they listen to one another’s contributions and show respect for one another? Does the session demonstrate inclusive classroom practice?* |
| **Risk Assessment, including e-safety.** | **Equality and Diversity, Inclusion** |
| *How will you ensure a safe learning environment? Consider accessibility, ventilation, lighting, wires, emergency exits, physical impairments or disabilities.* | *How do you ensure that learners have access to appropriate resources? Consider adaptive teaching methods; How you are [How are you] meeting the needs of all learners and how are all learners making progress. How are pupils with visual or physical impairments supported? How are you encouraging/showing an awareness of learners from different backgrounds/ethnicities?* |

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| Timings (Estimated) | **Teacher Action/activity**  *What action/activity contributes to the learning outcomes?*  *Consider the PVP criteria and how and when you will demonstrate; questioning, checking for understanding, scaffolding, additional challenge etc.* | **Student Action/activity**  *What learning activities will pupils be engaged in?*  *How does each activity contribute to the learning outcomes?* | **Resources**  *What resources are required and when?* | Assessment for learning strategies*How will you assess the pupils?* *How will you check whether the learning outcomes have been met by the pupils?*  *What actions will you take if pupils have not met the learning outcomes?*  *How will you address any misconceptions?* |
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| Lesson evaluationA reflection of the strengths and areas of progress; you must describe the impact of your actions. | |
| *Comment on the progress that pupils made (for each outcome). How do you know that your pupils have made progress?* | |
| **Reflection 1**  *Identify the strengths from your lesson.* |  |
| **Reflection 2**  *What could you have included in this lesson or improved upon?* |  |
| **Actions Arising**  *What are your actions /targets for the**next lesson?* |  |