












WORCESTER		Date and Time of Session:	No of Children:	Year Group:
 Learning Objective	<ul style="list-style-type: none">What is your learning objective or learning intention? Make this statement 'child friendly.'What are the children learning to do/ know?What is the outcome that you want children to achieve?How are you sharing this with the children and signposting throughout the session?Refer to school curriculum/ progress mapping documents for support to pitch appropriately for your age group.	 Success Criteria	<ul style="list-style-type: none">These are the skills, knowledge and understanding you will be assessing during and after the session.What are the steps to success?How will the children be achieving these? What are you looking for?These will be subject-specific.Keep them short and specific.These can support your assessment and are steps towards achieving the learning objective.	
 National Curriculum Link	<ul style="list-style-type: none">Link to the National Curriculum statutory requirement statement/s			
 Prior Knowledge and Experience	<ul style="list-style-type: none">How does this session build on previous learning from other year groups?How does this session fit in with your current sequence of learning?Is it clear where this session leads to next?	 Common Misconceptions	<ul style="list-style-type: none">Identify potential misunderstandings that children may have developed.Can you pre-empt any questions or misconceptions prior to teaching and prepare them accordingly?What might you be listening for in the session to identify these?	
 Resources to prepare	<ul style="list-style-type: none">List the resources you will use during the session.Check they are available at least one day before teaching.	 Vocabulary and English Language Teaching	<ul style="list-style-type: none">What vocabulary is needed to introduce/ retrieve/check understanding?Which new words are needed to access the session? E.g., 'oxygen,' 'comma.'Think about commonly used words that children might not understand as well as subject-specific vocabulary e.g., 'through.'Which sentence starters/scaffolds/models will aid the children's use of that language? E.g., 'I like ___ because it is ___ and ___.'	
 Timings	 Teaching and Learning Input (Use 'Prompts for Planning' for planning maths).		 Adaptive Teaching Approaches	 Assessment of and for Learning
<i>Consider how you will use timing in the session to secure effective pace.</i>	<ul style="list-style-type: none">What are the steps to learning, e.g., introduction, main teaching, plenary?You might bullet point or list them.You might start your sentences with verbs such as 'Model,' 'Share,' 'Recap.'What pedagogical approaches will you use e.g., modelling, guided practice?What is your role? What is the role of additional adults?How will you organise the children e.g., groups/individuals?How will you ensure active learning, so the children are engaged and 'thinking hard' about something?Consider how long the children are listening for and opportunities for ongoing talk between you and the children.How is the structure of the session design enabling engagement and progress?How are you managing the timing of your session e.g., using visual timers and sharing this with the children to set time expectations for tasks.		<i>Consider adaptive strategies to support all pupils (including pupils with SEND, EAL, stretch and challenge, supporting children's behaviour and considerations for emotional regulation)</i> <i>Adaptive strategies may include:</i> <ul style="list-style-type: none">GroupingsAdult supportResourcingTaskOutcomeLanguageCreative approaches	<ul style="list-style-type: none">How are you checking what the children know, understand, remember, and can do?Key questions, (including retrieval/, recall, hinge point questions)How will you assess learning linked to the success criteria?<ul style="list-style-type: none">Live markingQuestioningListening/ ObservationPeer/ Self-assessmentWhole-class response, e.g., using mini whiteboards.Discussion

--	--	--	--