

**PGCE FE Lesson Plan Year 2022/23**

**Part One (completed by trainee)**

*The lesson plan must be completed and shared with the observer by the trainee at least 2 days before the observation date*

1. **Trainee Details**

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| **Name** XX | **Setting – XX** |
| **Mentor** XX | **Personal and Academic Tutor** XX |
| **Observation No. 1** |  |

1. **Session Information**

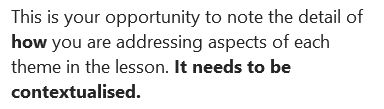
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| **Course Title and Level** Community/Life skills | | | | |
| **Unit / Module Title** Reading L1 2.4 | | | | |
| **Date** | **Room No.** | **Time of Lesson** | **Lesson Duration** | **No. of Learners** |
| XX |  | 10.00 | 1 | 6 |

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| **Background Notes on Lesson** (subject, previous learning, course design, individual needs):  City and Guilds- Award/Certificate in English Skills Entry 1- Stepping Stones  Edexcel – Pearson’s SOW Entry 2  Group of 6 learners Individual needs  Mixed ability group with a variety of additional needs such as  Global Development Delay  Dyspraxia  Delayed speech and language skills  ADHD  Autism  High anxiety  Social communication difficulties  Hearing difficulty  Supported in the classroom by 3 LSW’s  Levels range from Pre entry to Entry Level 3 |

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| **Lesson Aim** | |
| Functional Skills English  Work and routines- To discuss and understand about daily routines. | |
| **Lesson Objectives (LO)** | |
| **1** | **S & L** Have simple discussions about what time you do things  Discuss timetables for activities of personal interest |
| **2** | **Reading** Read and understand information from simple timetables  Identify formation of simple past tense words |
| **3** | **Writing** Write simple sentences what time you do various things  Gap fill a simple timetable |
| **Lesson Learning Outcomes (LLO)** | |
| **1** | Learners explain what different routines are |
| **2** | Learners can explain their daily routines |
| **3** | Learners can sort routines into chronological order |

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| **Stage/Timing & LLO ref.** | **Teaching & Learning Activity**  What will be happening in the learning environment? | **Teacher Activity**  What will the teacher be doing? | **Learner Activities**  What will the learners be doing? | **Methods of Assessment & Evaluation**  How will you assess learning and the impact of your lesson? | **Resources & Equipment:**  Include learning support resources |
| 5 mins | The leaners settle for the lesson | Settling the learners | Getting settled |  |  |
| **5 mins** | Learning objectives | Teacher explains the lesson objectives | Listening |  | PowerPoint presentation |
| **10 mins** | Starter- What is a routine? | Ask if the learners know what a routine is? | Discuss and offer possible definitions of routine | Q & A  Discussion | PowerPoint presentation |
| 15 Mins | Activity- Daily routine sorting | Teacher hands out sorting activity and puts learners in groups | Working together to sort daily routine images into correct order | Images tiles for daily routine  What time do you worksheet for A,B | CC will want to work independently but will encourage joining in group work with LSW support. If not then can do What time do you…? worksheet  A,B,C to work together supported by S  D,E to work together supported by C |
| 5 mins | Different kinds of routine | Teacher asks what kind of routines are there? Home, weekly, daily, college, weekend, holiday  How are they different? | Discuss and offer suggestions for how there are different routines for different times | Q & A  Discussion  Cold calling | PowerPoint presentation  LSW support with discussion |
| 15 mins | College routine | What do the learners do at college?  Write days of week on whiteboard and subjects.  Hand out image tiles. Explain that the learner first have to find the ones that they do and then decide when they do them. Invite learners to come to board to stick image on the day | Discuss what their college routine is,  Sort through images and choose ones that they do.  Take turns to come to whiteboard and stick image in right place | Discussion  Placement of activities on board | Image tiles of activities in educational establishment  Days of the week written on whiteboard  Blue tack  If A & B are reluctant, , offer do or conjunction exercise |
| 5 mins | End lesson | Thank learners for participation and ask to tidy work | Tidy work away |  |  |
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| **Practice Themes Development and Improvement**  How are these Practice Themes being developed/improved within this session? | |
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| **Practice Theme SPK** | * Develop and update knowledge of subject specialism |
| **Practice Theme CLE** | * Inspire, motivate and raise aspirations of learners by communicating high expectations and passion for learning * Develop collaborative and respectful relationships with learners, colleagues and external stakeholders |
| **Practice Theme PfLA** | * Develop and apply my knowledge of special educational needs and disabilities to create inclusive learning experiences * Plan and deliver learning programmes that are safe, inclusive, stretching and relevant to learner’s needs |
| **Practice Theme PD** | * Understand your teaching role and responsibilities and how these are influenced by legal, regulatory, institutional and ethical contexts |

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*Note to trainee: complete the details of targets you would like feedback on the next page – Part Two Section 1.*

**NOTES Individual needs redacted**

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| **Meeting individual needs -** | | | | | |
| Student Initial/Coding: | Adaptions Specific to Learner: | | | Resources Required: | |
| A |  | | | Pictures and symbols worksheets for routines | |
| B |  | | | LSW support | |
| C |  | | | Clear instructions | |
| D |  | | | LSW support | |
| E |  | | | Pictures and symbols worksheets for routines  Fidget items | |
| F |  | | | Independent activity  Alternative activity if not engaging in group work | |
| **Embedded Development -** | | | | | |
| Maths & English: | | British Values: | Equality & Diversity: | | Policy/Legislation: |
| Time, Ordering and sorting | | Mutual respect and tolerance | Multicultural imagery | | x |

**Part Two**

**Development and Improvement through target setting and feedback**

1. **Teaching Targets**

*Refer to your unique targets in PebblePad.* (*For observation 1 of the course, use feedback from your microteach). You can add more rows.*

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| **Targets for Feedback** | **Has the target been met?**  *How? What evidence of Impact is there? Next steps?* |
| *Trainee to complete before observation* | *Observer to complete after observation* |
| **Include relevant resources** | Resources were great for involving learners as they had to sort through and, later, stick on board. Resources were relevant to the aim of the session – consider- could you sift content for most appropriate resources so that they represent the group’s experiences? ( for example, routine of story time and refs to “mum and dad” may be exclusionary .  Consider accessibility of resources – layout ,size of images and text etc. There are general guidelines and you will have specific guidance for individual need. |
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\*See descriptors in PGCE FE Review of Progress against the Curriculum and Practice Themes

1. **Practice Themes Progress**

*Observer to complete after the lesson****.***

*Provide detail of improvement and development across all Themes*

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| **Practice Theme** | **Comments** |
| SPK | There were a range of activities planned and delivered which demonstrated that you have a very good understanding of inclusive practice strategies in a SEND context – adaptive resources and activities and learning relationships. These were effectively used to engage individual learners in ways that met individual need. This was impressive as you have not known the group long.  In terms of subject you intended to cover all skills areas in an appropriate sequence with deconstruction, construction and then co-construction with learners. You encouraged learners to create their own representations to demonstrate understanding.  The content was largely relevant to the learners. Were there opportunities to adapt resources further to reflect group circumstances and needs?  You had a core resource and this was adapted through activities and resources which meant that all learners participated. Two reluctant learners chose to participate actively – well done. |
| CLE | This theme was a strength of the observation. As a new-to-the group teacher you worked very effectively to inspire and build trust with the group and this meant you had very good levels of participation. The learning environment you created was positive, supportive and fun.  You used some discreet approaches to keep all learners engaged, for example, one learner was given tasks to support you and this worked very well to keep the learner engaged while he paced around the classroom..  Expectations were reinforced in ways to engage learners. |
| PfLA | You show that you have an understanding of the processes of planning, for example, the plan was well sequenced and showed variety and adaptations. This supported delivery of an inclusive session.  Consider: how could you improve the alignment of ojectives and outcomes?  Progress to learning outcomes was appropriately scaffolded and learners levels of participation increased as the lesson progressed. |
| PD | You demonstrate understanding of the roles of the SEND teacher, for example, through effective communication with LSW and an adaptive approach. |

\*See descriptors in PGCE FE Review of Progress against the Curriculum and Practice Themes

**Additional comments** *(from observer)*

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| This was a strong first observation– well done!  Start of lesson  You were well prepared and organised for the session and the session began in a purposeful, timely manner.  Consider was there an opportunity to link explicitly to other everyday ideas – get the group to contribute and display? Did learners have time to process the intended learning outcomes?  Activity 1  Appropriate resources were available, for example, visual and visual/text resources and these were used by everyone to support learning.  You moved around the room throughout the session and provided clear instructions. It was clear that the LSWs were briefed for the session and this added to the purposeful culture of the classroom.  Activity 2  The extended talking task on routines worked well to encourage plenty of participation. All learners had the opportunity to contribute. and you were able to get all learners involved. Learners generated their own content – words and pictures .  I look forward to further observations to explore further aspects of your practice. A great start to your observation and discussion of practice |

1. **New Targets for Future Development** (agreed at professional discussion after observation).

***Observer:*** *please provide future targets based on the Practice Themes (see end of document).*

***Trainee:*** *Trainees must transfer the targets from each observation into ‘Teaching Targets’ section on PebblePad and give a number for tracking.*

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| **New SHARP\* Targets** Please relate each target to its most relevant Practice Theme. |
| PfLA Focus on refining the objectives and learning outcomes for your next lesson plan so that they are clearly linked |
| PfLA Annotate your next 2 lesson plans to pinpoint moments where and how learners have time to process information |
| SPK Use the information available on learners to create contextualised statements ( this target has been set in discussion with you, mentor and tutor) |
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\*Specific, How (action), Achievable, Related (to Themes), Progressive (showing development)

1. **Trainee Comments**

*Complete a brief reflection of the observation itself, the professional discussion between you and the observer and your agreed targets for future observations.*

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| It is very useful to have some targets to work towards to help me develop further.  I will work with my learning mentor on the contextualised statements and focus on LO’s and LLO’s for the next observation. |

**Observer signature: XX Date: XX**

**Trainee signature:** *XX* **Date:** XX

*This form should be uploaded to PebblePad by the trainee once complete.*

**Practice Themes and Professional Standards**

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| **Theme** | **Standard** | |
| **Evaluating Practice**  **(EP)** | 1 | Critically reflect on and evaluate your practices, values, and beliefs to improve learner outcomes. |
| 7 | Engage with and promote a culture of continuous learning and quality improvement. |
| **Subject & Pedagogical Knowledge**  **(SPK)** | 8 | Develop and update knowledge of your subject specialism, taking account of new practices, research and/ or industry requirements. |
| 11 | Develop and apply your knowledge of special educational needs and disabilities to create inclusive learning experiences. |
| 19 | Apply appropriate and fair methods of assessment and provide constructive and timely feedback to support learning and achievement. |
| **Learner Engagement**  **(LE)** | 3 | Inspire, motivate, and raise aspirations of learners by communicating high expectations and a passion for learning |
| 6 | Develop collaborative and respectful relationships with learners, colleagues and external stakeholders. |
| 13 | Promote and support positive learner behaviour, attitudes and wellbeing. |
| 14 | Apply motivational, coaching and skill development strategies to help learners progress and achieve. |
| 20 | Develop enrichment and progression opportunities for learners through collaboration with employers, higher education and/or community groups. |
| **Planning for Learning & Assessment**  **(PfLA)** | 4 | Support and develop learners’ confidence, autonomy and thinking skills, taking account of their needs and starting points. |
| 5 | Value and champion diversity, equality of opportunity, inclusion and social equity |
| 15 | Plan and deliver learning programmes that are safe, inclusive, stretching and relevant to learners’ needs |
| 16 | Select and use digital technologies safely and effectively to promote learning. |
| 17 | Develop learners’ mathematics, English, digital and wider employability skills. |
| 18 | Provide access to up-to-date information, advice and guidance so that learners can take ownership of their learning and make informed progression choices. |
| **Professional Development**  **(PD)** | 2 | Promote and embed education for sustainable development (ESD) across learning and working practices. |
| 9 | Critically review and apply your knowledge of educational research, pedagogy, and assessment to develop evidence-informed practice. |
| 10 | Share and update knowledge of effective practice with colleagues, networks and/or research communities to support improvement |
| 12 | Understand your teaching role and responsibilities and how these are influenced by legal, regulatory, institutional and ethical contexts. |

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