



Teacher:		Class:		No. on roll:	
Date:		Period/Time:		Subject:	
No. of SEN: No. of EAL:		No. of other (e.g. LAC)		No. of G&T:	
Role of TA or EAL support teacher (if present)					

What do pupils already know /what can pupils already do related to this lesson (based on prior teaching/work)?

What are pupils currently learning about and why? How will this support Oracy/Literacy/Numeracy skills?

What is the planned impact on progress – individuals/ groups of pupils/ whole class? How will you help students remember important content/skills from this lesson?

How will this lesson show evidence of my progress against my current training targets?
This lesson should show the following progress against my targets:



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Learning objectives (Include NC/GCSE/GCE specification framework)

Success Criteria
<p>Good if</p> <p>Even better if</p> <p>Excellent if</p>

Homework (What work and for what purpose?)

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Additional notes

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Timing prompts	What will the pupils do to help them to make progress and how is the teacher supporting them?	Explain pedagogical reasons for your choice of teacher and pupil activity?	Assessment (How will you know that progress is being made? What will you do if progress isn't being made by one, some or all?)
Do now/ through the door based on prior learning	Clear start:		
	Creative middle:		



	Confident end:		

Personalised Learning		
Pupil	EAL, AEN, G&T etc.	Intervention strategies



Reflection (to be completed after lesson)

1. Did individuals /groups /the whole class make the progress I intended for them?

- All pupils made good or better than expected progress
- All pupils made at least expected progress
- The majority of pupils made at least expected progress

2. What evidence do I have for this? (Tick as many boxes as appropriate)

- Pupil responses
- Pupils' work within the lesson
- Observation of pupils in the lesson
- Pupils' responses to feedback/marking
- Test results/assessment results
- Discussions with pupils
- Level of activity accessed by pupils

3. How does this evidence demonstrate that pupils made progress in my lesson?

4. How will the progress that pupils made today impact on the planning of the next learning episode?



5. How well were additional adults in the room deployed? What was the impact of their deployment on the progress of groups or individual learners?

NB. All lessons delivered by trainees should be planned thoroughly. In order to aid your lesson planning skills ('C' of PLECO), NELTA expects all trainees to use this lesson plan **at least once per week** to plan and reflect on a learning episode.