

Rubric for outstanding lesson planning

The rubric below does not dictate a particular format for lesson planning, only the content a plan should include to improve the chances of the learning experience being outstanding. Teams should work together to agree their own essential rubric.

Administration

- Teacher's name
- Course name
- Year group name
- Unit
- Session title
- Week number and date

Intended learning outcomes

- Session aim/s
- How will learners be different by the end of the session?
- Plan for elements of expert learning as well as vocational objectives

Specific challenge strategies

- Support and motivation strategies for those progressing slowly
- Additional challenge for those progressing quickly

Resources

- Physical
- VLE

Lesson content

- Learning activities
- Methods for checking learning *is being*, and ultimately was, achieved

Framework for consideration

- Engage learners at the start. Make learners curious and excited? Provoke them to form a strong opinion? Consider FOMO (the Fear Of Missing Out) when planning openings and improving punctuality.
- Choreograph learners' discovery of something new.
- Build their confidence through practising new skills and/or demonstrating understanding.
- Improve confidence and motivation by rewarding endeavour and using *evidence-based* praise.
- Ending: make learners excited and curious to explore more outside of the lesson.

Session review

- The plan should provide an area for the teacher's post-lesson review notes.

Headline planning assumptions

Every learner should journey from A to B within the lesson.	<ul style="list-style-type: none"> Plan challenging 'B's for every learner, including differentiated support wherever needed
The majority of questions asked of learners in lessons are at Bloom's taxonomy levels 1 and 2: 1: Knowledge and 2: Comprehension	<ul style="list-style-type: none"> Plan questions at all to appropriately challenges all learners: 3: Application, 4: Analysis, 5: Synthesis, 6: Evaluation.
Feedback builds dependency; coaching builds independence.	<ul style="list-style-type: none"> Resist the temptation to feedback your ideas straight away. Use your subject expertise to guide your coaching questions. Do not just ask questions and move on if an answer is incorrect or no ideas are forthcoming. Coach the learner to build confidence and understanding.
Build strong relationships throughout the group.	<ul style="list-style-type: none"> Do not allow regular seating patterns to become established. Find inventive ways to change seating arrangements regularly. Develop learners' ability to articulate their views before these need to be made public.

Independent learning

Make learners curious.	<ul style="list-style-type: none"> Plan 'Meerkat Moments' at the start and throughout the session. At the end of the session, make learners so curious that they invest time in learning between lessons.
Give learners the tools to support learning between lessons.	<ul style="list-style-type: none"> Make the learning personal and relevant to the learners. Ensure learners have access to physical and virtual support and inspiration resources between lessons. Develop learners' problem-solving and research skills. Develop learners' ability to evaluate their own and others' work, verbally and in writing. Build their literacy skills and number sensibility. Build and exploit peer-support networks.

Equality and diversity

All learners should succeed.	<ul style="list-style-type: none"> In the lesson and over time. Identify barriers to learning and attempt to resolve them <i>immediately.</i>
Create an environment in which it is safe for learners to take risks and go beyond their comfort zone.	<ul style="list-style-type: none"> Never use sarcasm – even in fun. Never allow others to be sarcastic. Rev learners up for learning at the beginning of the lesson before challenging them to 'go beyond' expectations.
Plan opportunities to include wider equality and diversity topics.	<ul style="list-style-type: none"> Providing all learners with an equal opportunity to succeed. Celebrate difference and the value it can add to a group. Tackle discrimination, harassment, stereotyping and bullying (in person or online).