

The principles of good planning and making use of high quality resources.



Do now/Starter

Think about a lesson you taught recently

- How long did it take you to plan?
- What exactly did you do during this planning time?



<https://www.youtube.com/watch?v=M2dhD9zR6hk>

Objectives

- Explore the principles of planning and resourcing lessons
- Enable us to continue discussion about unnecessary workload around planning in our schools
- Encourage us to take steps to work collaboratively to reduce our workload



Time for a rant.....

We spend far too much time planning lessons and creating resources.



Workload around planning and teaching resources - An issue that affects us all

64% of full-time teachers said they spend far too much/too much time planning and creating resources

25% of academy teachers said they spend far too much time planning and creating resources

35% of teachers in maintained schools stated they spent *far too much* time on *individual planning or preparation*

77% of part time teachers said they spend far too much/too much time planning and creating resources



38% of respondents said planning and preparation causes the most unnecessary workload

56% of secondary school teachers said they spend too much time planning and preparing resources

79% of primary school teachers say they spend too much time planning

IT'S OFFICIAL

So what? Now what?

Key recommendations

DfE and its agencies should commit to sufficient lead-in times for changes for which the sector will have to undertake significant planning to implement.

Senior leadership teams should review demands made on teachers in relation to planning to ensure minimum requirements to be effective are made.



You're the captain of the ship – what do you do?



School leaders must have the confidence to reject decisions that increase burdens for their staff for little dividend.

Teachers themselves must be encouraged to be more active in using evidence to determine what works in the classroom.

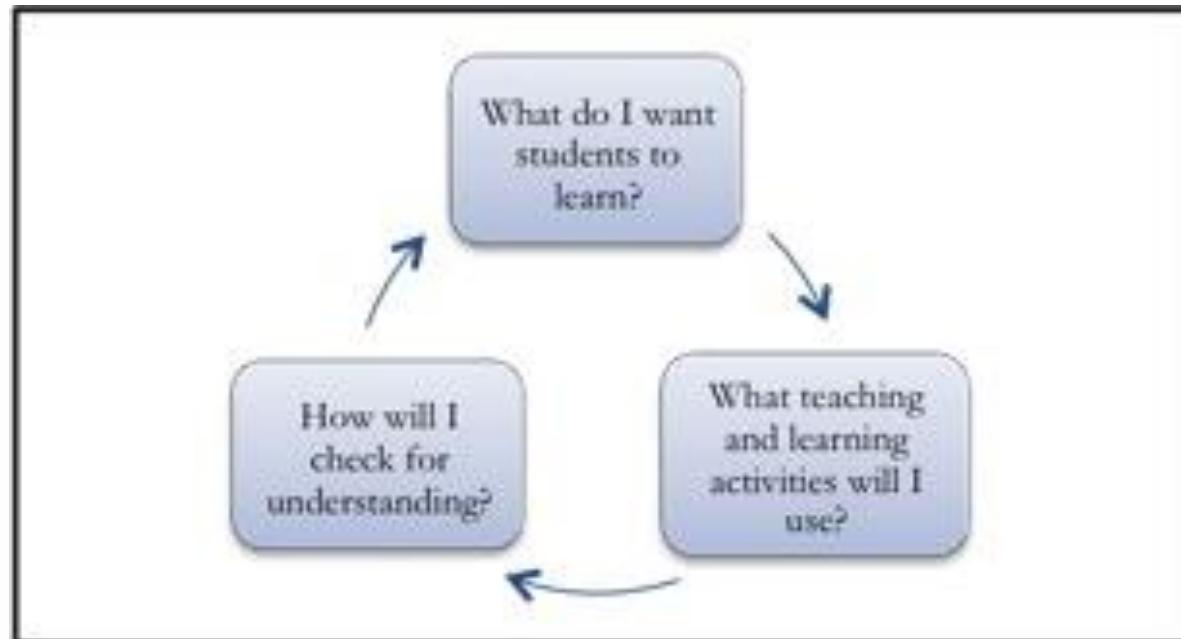
The 5 principles

1. Planning a sequence of lessons is more important than writing individual lesson plans
2. Fully resourced schemes of work should be in place for all teachers to use each term
3. Planning should not be done simply to please outside organisations
4. Planning should take place in purposeful and well defined blocks of time
5. Effective planning makes use of high quality resources

1. Planning a sequence of lessons is more important than writing individual lesson plans



A lesson plan is a teacher's description of the course of instruction or 'learning trajectory'. It is important to note that **lesson planning is a thinking process**, ...



National Induction Panel for Teachers (NIPT)

1. Who is planning for?

- It guides you, the teacher

2. Why is planning needed?

It gives you clarity about.....

- What the pupils will learn
- How the pupils will learn
- How you will know what the pupils have learnt

3. How is planning done?

Your plan can be recorded and presented in a variety of ways.....The format selected can be based on individual preference

Doug Lemov

Start with the end in mind.

Backwards planning: taking time to get excessive clarity about what you want your students to learn.

The clearer you are about where you want them to get, the better you'll be able to help them get there.



Plans should be practical and purposeful in a user-friendly format

- Cross the box.
- Employment Patterns
- Job Roles + Responsibilities
- Qn 3 Multiple choice
↳ Look @ options.
Demographic Targeting; Coding
- Apps; Insurance + Safety;
Monitor Mixing: BBC; EMT;
- Trade Bodies = MPA; NI
Job roles + resp. list.

- How to get an Agent to attend your gig.
- Marketing - who works together?
- Contracts
- Additional Sessions

- for
① Of signing the contract. (+)
② More exposure.
③ Company has contacts.
④ Better quality for a better price.

6/6

- Disadvantage of signing
① Less creative control
② Style / image may be dictated.
③ Cost of working with a company. (-)
P/TB

(3)		'processes' links	Joint projects essay TAE	and outcomes present each others ideas	- Reflect. This is a conceptual idea process	TBA
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2. Fully resourced schemes of work should be in place for all teachers to use each term



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Dylan Wiliam's principles of curriculum design

- A good curriculum is:
 - Balanced
 - Rigorous
 - Coherent
 - Vertically integrated
 - Appropriate
 - Focused
 - Relevant



Report from Planning and Teaching Resources Review Group

“School leaders should evaluate how they view planning in their school. Access to good quality schemes of work **should reduce workload rather than create it.**”



- **Collaborate**
- **Create**
- **Consistent**



Downloaded from www.teachertoolkit.com



3. Planning should not be done simply to please outside organisations



Teachers Standards

The Teachers' Standards give an unequivocal message that highly effective teaching is what matters in this profession. Our nation's children and young people deserve no less."



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Ofsted:

Does not require schools to provide individual lesson plans to inspectors

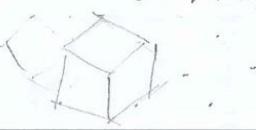
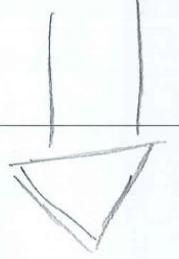
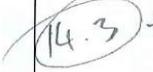
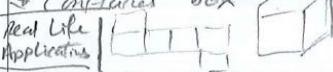
Equally Ofsted does not require schools to provide previous lesson plans (School Inspection Handbook 2015)



Key Recommendation

Ofsted should ensure no particular methods of planning are praised as exemplars.

EGA Maths Co-Planning Template.

Lesson.	Lesson Objective Success Criteria (students will understand that...)	Connect	Activate 1	Activate 2 Misconceptions AO2/AO3	Demonstrate Challenge and Differentiation	Consolidate
1	Isometric drawings	To understand that isometric grids can be used to illustrate all dimensions of a 3D shape. Perimeter △ O  Ex: Perimeter △	* Use landscape not portrait * Have cubes (acompetitors) 	- Incorrect example (drawn wrongly, horizontal) - Different available angles.	- Front Elevation - Drawing hidden lines as dotted lines. - Use multilink cubes!	F, S, P of 'L' shape - Can you draw it? 
2	Plans + Elevation (1)	To understand that isometric grids can be used to create plans and elevations of 3D solids.	Airplane Example: Front, Side, Elevation.	 * re says the plan is 	Book (F) Exercise 2G Q3 - Emphasis on front appearing 'flat'	GCSE QUESTIONS 
3	Plans + Elevation (Advanced).		As above, Advanced examples. + Real focus on accuracy.			
4	Nets + Volume Prism. 	All 3D shapes have an associated net. These prisms = Volume of a prism * 'Confetti' box real life applications 	* Which net will/will not make a prism. why?	* Prism  * Accuracy * Volume Indo of right-angled triangle.	Correct Scaling - must correspond to certain size.	GCSE AO3 questions. 
5	Volume of Cylinder.	To understand that a cylinder is a prism so we can use the area of its cross section to find its volume. Cross Section x length	3cm 10cm * Cross Section 'O' * "Tinie Roll"	Using $\pi r^2 h$ or $\pi d^2 h$ $(\pi r)^2 h$		Ex. 14D Questions: 11-13

10 SET 3 3D Solids

5. Effective planning makes use of high quality resources

- What quality resources already exist within your school/group of schools?
- How can text books and associated resources be used intelligently?
- Are there particular colleagues who can support with the creation of resources?
- How can students be used as an additional resource?



..high quality text books are supportive of sensitive and effective approaches to high attainment, high quality equity and high enjoyment of learning.”
(Tim Oates director of assessment research and development at Cambridge Assessment)

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