



Training day 2:

Understanding  
lesson planning  
and managing  
behaviour  
effectively

## 5 minute warm up: Getting to know each other



As you come in, do us a name badge and tell everyone on your table:

1. Your name and where you grew up
2. Where you're teaching now
3. What (feeling, person, event, etc) inspired your desire to train to teach

You must listen carefully, because you'll be introducing someone else!

# Overview of the day

## Session 1: Introduction

Introduction to the day and intended learning outcomes

Warm up: Lesson planning quiz and recap on Bloom's Taxonomy Revised

## Session 2: Lesson Planning

Facts in 5 -starter/warm-up

What matters the most when it comes to planning learning for pupils?

(The foundations of good lesson planning)

Sketching out a learning experience

## Session 3:

What is Formative Assessment?

Understanding Dylan Wiliam's 5 Key Principles

Why is formative assessment intrinsic to good teaching and learning?

**Session 4:** Group workshop: Bringing lesson planning and assessment together.

Revisiting lesson planning through a formative assessment lens – how can we modify our practice to help pupils to learn better and more deeply?

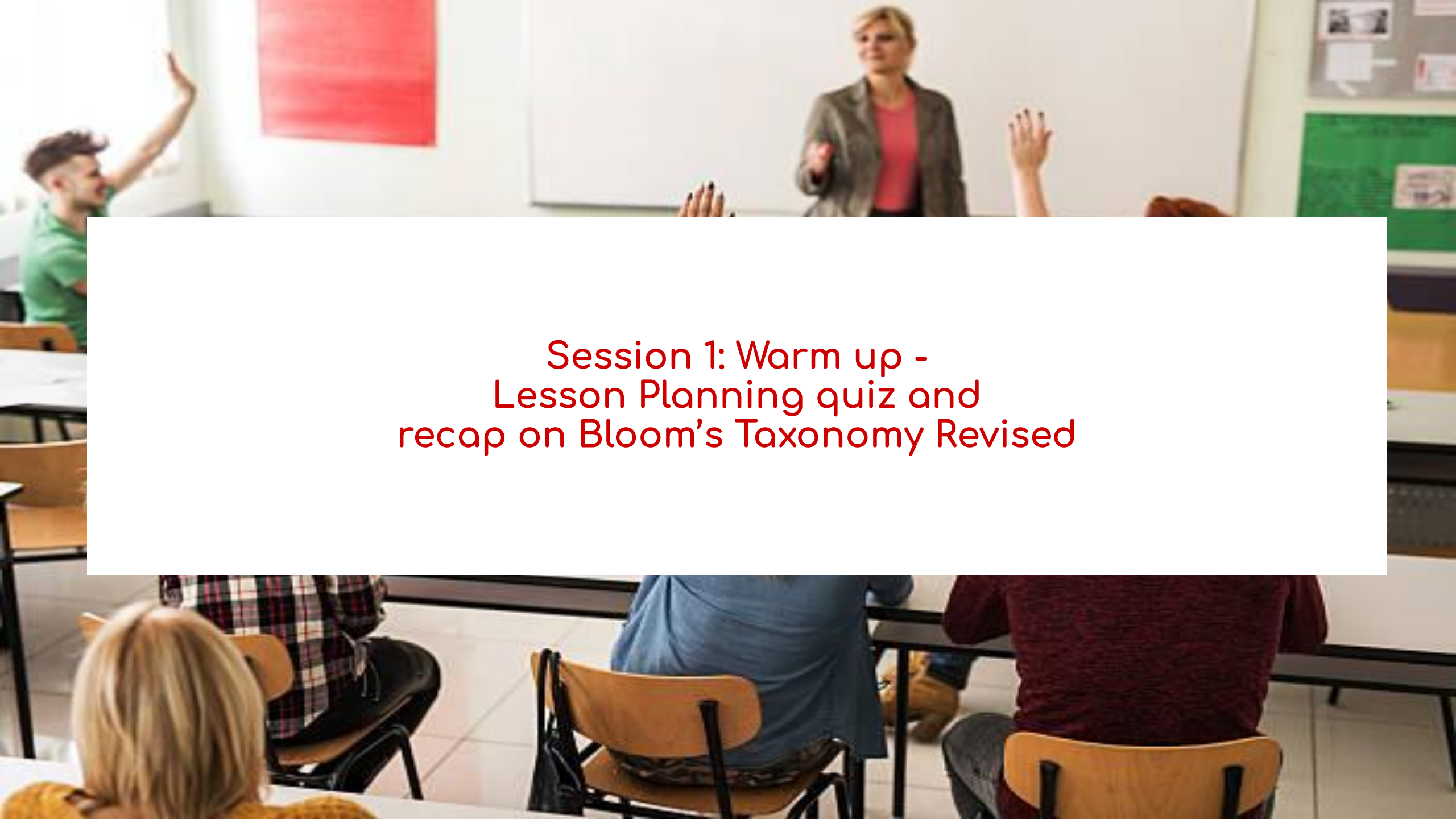
**Session 4:** Presentations of lesson sketches, feedback and reflections

Q&A

# Learning outcomes

**By the end of this training, you will have:**

- started to think more critically about effective lesson planning processes and features
- started to think more critically about the role of assessment in lessons and learning
- made some friends among your peers
- had the chance to ask questions and
- reflected on your journey so far



Session 1: Warm up -  
Lesson Planning quiz and  
recap on Bloom's Taxonomy Revised

# ✓ Quiz

## How to Edit

Click [Edit This Slide](#) in the plugin to make changes.

Don't have the Nearpod add-on? Open the "Add-ons" menu in Google Slides to install.







## Session 2: Lesson Planning





Quick Tip

Facts in 5 - a super simple, no-planning required, lesson starter

## Facts in 5!

Task: list as many words relating to the theme of learning as you can think of under each letter in the top boxes

P	S	R	E



## Session 2: Lesson Planning

What matters the most when it comes to planning learning for pupils?

On your table, look at the quotation and discuss it. Then answer the following question:

What is the main issue in relation to lesson planning which is being raised or challenged?

## Session 2: Lesson Planning

What is the main issue in relation to lesson planning which is being raised or challenged?

“If you don’t know where you’re going,  
you’ll probably end up someplace else”

– Laurence Peter

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## Session 2: Lesson Planning

What is the main issue in relation to lesson planning which is being raised or challenged?

“I have worked with many teachers who have become frustrated by the planning habits they’ve developed over time. In some cases, this is because they have fallen unawares into one of both of the following classic traps.

1. Activity-focused planning starts by trying to find a good activity, and then reverse engineering the lesson intentions to match the likely outcomes of the activity. Over time, this approach can end up becoming an exercise in *keeping students busy*.

2. Coverage-focused planning begins with a set of lesson intentions that have been crafted by someone else (eg. a colleague or a textbook), rather than taking the time to construct aims around your student needs. Over time, teaching can become an exercise in *getting through the curriculum*.” – Peps Mccrea

## Session 2: Lesson Planning

What is the main issue in relation to lesson planning which is being raised or challenged?

‘When it comes to planning for learning, less is often better. Lean lesson planning is about reducing the noise and amplifying the signal, about focusing your attention on what is important and stripping away the clutter. Because if it’s not adding value, it’s subtracting it”

– Peps

Mccrea

## Session 2: Lesson Planning

What is the main issue in relation to lesson planning which is being raised or challenged?

“When I talk about activities, I am referring to things like teacher explanation, modelling and questioning as well as student-led tasks”

– Peps Mccrea

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## Session 2: Lesson Planning

What is the main issue in relation to lesson planning which is being raised or challenged?

“Multi-tasking is the wrong option anytime you expect to learn, acquire knowledge, or think deeply”

– John Hattie



## Session 2: Lesson Planning

What is the main issue in relation to lesson planning which is being raised or challenged?

“Memory is the residue of thought”

– Daniel Willingham

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## Session 2: Map out a lesson/learning experience (applying)

Professor John Hattie talks about 'backwards design' working best. Let's make a start!

(2) Knowledge:  
what do I need  
them to know by  
the end (words,  
facts)?

(1) Lesson objective

(3) Understanding:  
what do I need  
them to be able to  
understand/do by  
the end? (skills)

Map out a new lesson where you try to apply the principles (you'll need flipchart paper for this) - possible topics

You can choose any topic, but if you're stuck for ideas, you could choose from this list:

A healthy diet

Fossilization

Earth

Evolution

Mammals

The Digestive System

Space

Gadgets/technology

Photosynthesis

Predators/prey

The sun/the moon

The Great Fire of London

The planets

Poetry

Telling the time

Charles Dickens

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## Session 2: Map out a lesson/learning experience (a

**Trainees as envoys and assessors**  
(Principle 4: Students are helped to be learning resources for each other)

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them to know by  
the end (words,  
facts)?

(1) Lesson objective

(3) Understanding:  
what do I need  
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the end? (skills)

(Challenge card 1): ?

(Challenge card 2): ?



-Break-







## Session 3: What is formative assessment?

[Embedded Formative Assessment - Dylan Wiliam - YouTube](#)

**LO:** to be able to think more critically about the role of assessment in lessons and learning

Work together to establish Dylan Wiliam's 5 Principles in 5 minutes!  
Good luck!

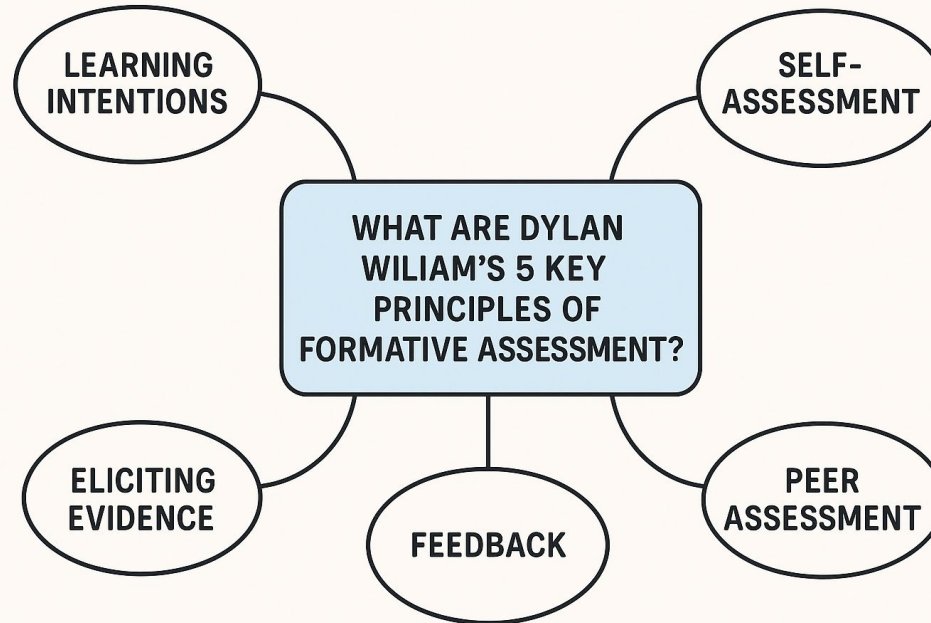
Set out your flip chart paper as a mind map and use the envelopes around the room to understand them

- Name of principle
- What it means (definition)
- What it looks like in the classroom (example)

Here they are...

**Principle 1: Teacher shares learning intentions**

**Principle 2: Teacher finds out what pupils already know**



**Principle 5: Students are 'activated' as owners of their own learning**

**Principle 4: Students are helped to be learning resources for each other**

**Principle 3: Teacher gives feedback which enables students to move their learning forward**

## Session 2: Map out a lesson/learning experience (a

**Trainees as envoys and assessors**  
(Principle 4: Students are helped to be learning resources for each other)

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### (Challenge card 1): Sequence of learning

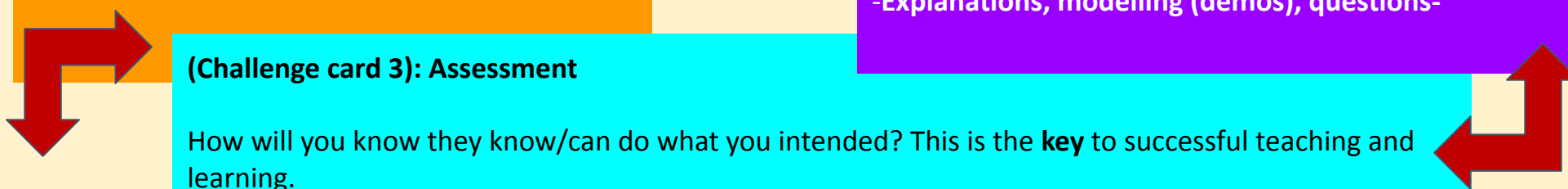
What's the simplest journey from their starting point to progress in this lesson? Map out the steps!

### (Challenge card 2): Accessibility

How do we make things 'stick' for every pupil? What will support their ability to do what I want them to do?  
-Explanations, modelling (demos), questions-

### (Challenge card 3): Assessment

How will you know they know/can do what you intended? This is the **key** to successful teaching and learning.



A photograph of a classroom. In the foreground, several students wearing white shirts are seated at desks, with their hands raised high in the air. In the background, a female teacher in a grey blazer stands near a whiteboard, looking towards the students. The room has a brick wall and various educational posters on the wall.

Break - assess plans



## Session 4: Presentations, reflections





# Learning outcomes - did we meet them?

By the end of this training, you will have:

- started to think more critically about effective lesson planning processes and features
- started to think more critically about the role of assessment in lessons and learning
- made some friends among your peers
- had the chance to ask questions and
- reflected on your journey so far





# Let's wrap it up - END OF TD2

Grab a Post-It note!

ORANGE: What did you not expect to like about teaching/school life, but you do?

GREEN: What do you feel most proud of, since you started?

PINK: What do you feel is the most important thing you need to know/learn/be able to do well in order to be happy in teaching?



Thank you for your participation today and well done!

Please complete your feedback forms

*Any Questions?*

