Lesson planning with **effective** AfL in mind



## Learning intentions

* What do we want the pupils to learn? Are the intentions focused? Are they achievable and clear?
* Are they at the right level – can they do this already? Is it too hard, for now? Can the pupils see the benefits of achieving them? Are they worthwhile, real, relevant and important to the pupils – i.e. connected to their lives?

## Lesson activities

* What exactly do we want them to do? Will the activities really help them cover the lesson content?
* How long will it take? Do we have the time, materials and other resources to do them?
* Do the pupils have the necessary prior knowledge, skills and strategies required to do the activities?
* Is there dedicated improvement and reflection time?
* Are literacy, numeracy and oracy opportunities identified?
* Are there opportunities for social, spiritual, moral, cultural and social development?
* Are the TA’s prepared?
* Will the activities develop the habits of good learners?
* Are the activities challenging? Do they ask lots of the pupils and get them to work in their challenge zones or are they too easy and keep the pupils in their comfort zones? Are they too hard for some and put pupils in the danger zone, encouraging fear and anxiety? What about the ones who can do it well already?
* Are the activities collaborative? Do they develop communication skills and do they have choice?
* Is there: Novelty and surprise? Humour? Music? Rhythm / rhyme? Love? Mystery? Stories? Passion!

## Success criteria

* Are they realistic, clear and achievable, at least to some degree, by all?
* Have the pupils had input into designing them?
* Do they matter to the pupils? Can they see the benefits of achieving them? Are they worthwhile, real, relevant and important to the pupils – i.e. connected to their lives?
* Is there benefit for all the pupils in you levelling or grading the success criteria – or will this only benefit the more able?
* Can the pupils use their imaginations to see, feel or otherwise experience what success would be like?

## Developing habits and skills

* How will the activities help the pupils develop a language for learning and actively promote metacognition about the learning?
* Is there dedicated improvement and reflection time?
* Do the pupils know how to go about and where to get support without showing dependency on you?
* How can the skills and habits shown by pupils be logged to show progress over time?

## Feedback

Does your verbal or written feedback:

* Focus on the learning intentions, success criteria, habits and skills shown?
* Use a language for learning, appropriate to the pupils’ ability?
* Stimulate the correction of errors or improvement of a piece of work; scaffold or support pupils’ next steps?
* Comment on progress over a number of attempts?
* Focus on **EFFORT**, **PROGRESS OVER TIME** and **PROCESS** – not outcomes in terms of levels or grades?
* Provide opportunities for pupils to think things through for themselves **AND ELICIT PUPIL RESPONSE AND ACTION?** That is, is it imperative?

## Pupil response and action

* Have the required actions been taken?
* Does the response show metacognition and an awareness of strengths and weaknesses in skills and habits?
* Is the response written in a language for learning showing that that the pupils understand their progress towards the learning intentions and success criteria?
* Does the response show awareness of progress over time and what they need to do next time?