

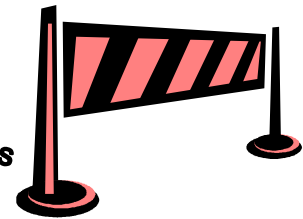
Lesson design for lower attainers

What makes a good lesson for lower attainers?

- ☑ Give the lesson a clear structure
- ☑ Make objectives clear to pupils from the start
- ☑ Emphasise key learning points
- ☑ Review & summarise throughout and at the end
- ☑ Present material in small steps
- ☑ Use tangible examples
- ☑ Model good work and processes

What are the barriers to progress?

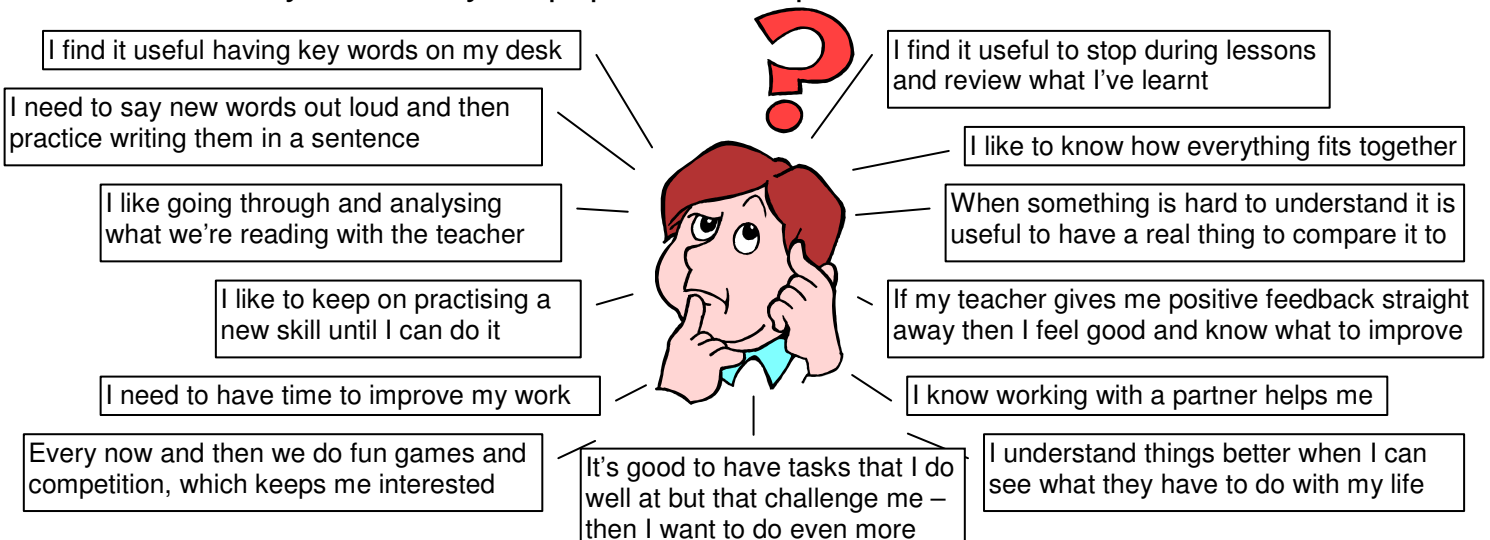
easily distracted
low self esteem
off task behaviour
don't understand what is expected
no models of high achievement
low expectations
difficult to learn new concepts



Keys to encouraging progress

	key concepts/objectives Be aware of which aspects of the subject need to be highlighted in order to make progress
the big picture Show how ideas fit together	numeracy and literacy Pay attention to the development of key skills every lesson
relevance Relate the curriculum to the lives of your pupils	interactive teaching Use techniques such as modelling, questioning, challenging
assessment for learning Help pupils to understand what they are aiming for and what a good piece of work looks like	structured lessons Design lessons with a lot of starters and plenaries that review learning at regular intervals

Have you asked your pupils what helps them to learn?

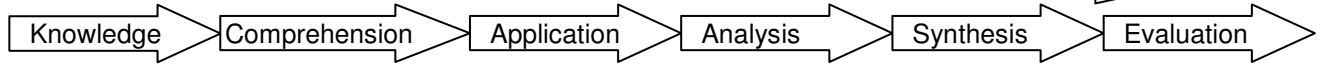


What are the stages in progress in my subject?

Look at KS3 level descriptions or GCSE grade criteria. Work as a department to pick out the themes for your subject and see how they develop from one level/grade to the next.

When planning a scheme of work include the development of skills throughout the years, not just content coverage

Use Bloom's taxonomy to move pupils towards higher order thinking skills.



How can I ... ?

... develop literacy skills at the same time as teaching my subject?

highlight the selected words in bold on worksheets

play Blockbusters, loop cards

Word level

select 3 most relevant words for a lesson and display them next to the board

give pupils word books to record new words in

Model writing, talking explicitly about the decisions you are making

Text level

Be clear about the text type required (e.g. instruction, recount, explanation, information, persuasion, discursive, analysis, evaluation)

... develop numeracy skills at the same time as teaching my subject?

Identify numeracy skills in your subject (numeracy involves numbers and measures, quantitative and spatial problems)

Find out how numeracy is taught to pupils in your school

Remember that the correct way of working out a question is the way that gives the right answer! There is no one right or wrong method.

... use assessment for learning to help my pupils to progress?

Focus on pupil learning, rather than on covering the syllabus

Make sure pupils understand the learning objectives and outcomes for the lesson (don't just write it on the board, discuss it and make sure everyone understands)

Provide oral and written feedback that informs pupils what they've done well and what they need to do to improve

Check that the pupils really do understand rather than assuming they do