

Lesson Plan 2020-2021

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| **Course Title: EXAMPLE LP FOR A STANDARD COURSE** |
| **Tutor:**  | **Venue:** |
| **Lesson Number:**  | **Date:**  | **Time:** |

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| **Aim(s) of the lesson:**An aim of the session should give a specific purpose and teaching intention. **Learning Objectives for the Lesson** (have these visible throughout lesson)Learning objectives can be found on the course information sheet and in the case of accredited provision these can also be found on the qualification specification sheet. 1. These are numbered so that they can be cross referenced in the weekly section.

The learning objective/s should start with an unambiguous action verb, enabling the result to be observed or measured in some way. It should be clear what the learners are being expected to achieve in the session and the steps required to achieve the session aim. |

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| **Health & Safety (List any potential Health & Safety Risks in the lesson and what actions will be taken to minimise risk):****See SOW** |
| **Equality and Diversity (include details below and in the learner/tutor activity columns):****See SOW** |
| **Planned Maths/English & ICT skills (include details below and in the learner/tutor activity columns):****See SOW** |
| **Planning for individualised learning (differentiation);****See SOW** |

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| **Time** | **Topic** | **Learning Objectives** | **Resources (including min 10% e learning)** | **Method of assessment** | **How is assessment recorded?** |
| Duration of activity  | Topic being covered.  | Learning objectives mirror what is recorded on the top of the LP. | Examples of resources(delete what does not apply)Computer, projector, tablets, Dictaphone, PPTFlipchart paperWhite boardPens, pencils & paperPost-it notesRAG cardsNumber cardsBlue tacGames Useful website address, QR codes, links to online videos or pre-recorded videos.  | Suggestions for assessment of achievement of learning. (delete what does not apply)Completion of course paperwork and assessmentsLearner feedback & Q & A with IAGQ & A - responses to be finalised on flip chart paper/whiteboardLearner feedback and contribution in all activities and discussion.Learner participation in group activities.Learner feedback and contribution to in class discussions, completion of tasks, games and activities.Participation & feedback of re-cap activityCompletion of tasks in workbook or activity sheets. Show of hands or numbers to indicate understanding or confidence levels linked to the task. | Suggestions for recorded evidence. (delete what does not apply)Completed course paperwork and assessments. Flipchart responses. Completed group agreement on flip chartLearner feedback and contribution to in class discussions, completion of tasks, games and activities.Photographic evidence of pair/group work and ICT usage for research purposes. Recording of online session.Completed tasks in workbook or on activity sheets. Recorded group discussion.Written feedback and feedforward given on learner work. |

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| **Tutor evaluation of lesson – this reflection will help you to identify changes and plan for future lessons:**What went well? What didn’t go so well?If you had any late-comers how did you deal with this?Which resources were the most effective and why? Which resources were the least effective and how would you change them for future lessons?Which activities did not run to the anticipated timings and how would you resolve this in future lessons?Which (if any) of the activities were unsuitable for the lesson or group? What could you try next time? What changes would you make for future lessons? |