

## Chapter 2: Planning and managing for effective work in the classroom

### Section 1: Planning for effective learning

#### This section focuses on:

- 1.1 The importance of planning;
- 1.2 The requirements of effective planning;
- 1.3 Some definitions of 'curriculum'.

#### 1.1 WHY IS PLANNING SO IMPORTANT?

Teaching is a highly complex, purposeful activity, and is intended to help pupils move forward so that they can add to their knowledge, understanding and skills. Spontaneity and creativity are useful attributes, but effective teachers must succeed in managing the classroom environment in order to maximise the opportunities for **all** pupils to learn. Although there always remains some place for the spontaneous, the intuitive and the serendipitous, **planning is fundamental** to creating an effective learning environment and ensuring that pupils make progress.

#### 1.2 WHAT ARE THE REQUIREMENTS FOR EFFECTIVE PLANNING?

Many of the requirements of planning apply to all phases of pupils' education. **The specific details of planning, however, relate to the age or phase of the pupils and the requirements of the curriculum.** The purpose of planning is to bring together learners and curriculum in such a way that learning will take place. The foundation for planning is based in the teacher's understanding of:

- how pupils learn;
- the overall structure of the curriculum;
- the specific content knowledge, skills and concepts for each subject taught;
- pupils' prior knowledge, understanding and skills;
- pedagogical content knowledge relevant to the subject;
- how sessions can be planned for maximum effectiveness.

Although it is not always possible for you, as a supply teacher, to have an understanding of pupils' prior learning, it is important to know what is expected of most pupils in the year group you are teaching. You can gain this knowledge by reading:

- the *National Curriculum Handbook* appropriate to the phase you are teaching;
- the *Frameworks* for teaching mathematics and English appropriate to the phase you are teaching;
- the *Schemes of Work* for the different subjects (QCA/ DfES).

### 1.3 WHAT DO WE MEAN BY THE TERM 'CURRICULUM'?

Below are some definitions of the word 'curriculum'. Think about how these different aspects might affect the teaching and learning that goes on in school.

#### The official curriculum

A planned course of study is known as the 'official' or 'formal' curriculum. It is the curriculum that all schools and all teachers 'plan' to cover.

- It states the intended, planned, school-based activities of learning.
- It defines the sequence and progression of the course of activities.
- It is planned to challenge and stimulate pupils.

The law states what must be taught in maintained schools in England. Teachers consult the following when planning:

[www.nc.uk.net](http://www.nc.uk.net)

- *The National Curriculum: Handbook for primary teachers in England* sets out the statutory teaching requirements for each subject at key stages 1 and 2. *The National Curriculum: Handbook for secondary teachers in England* sets out the statutory teaching requirements for each subject at key stages 3 and 4.
- *Curriculum guidance for the foundation stage* provides guidance for those working with children between the ages of three and five.
- *The National Literacy Strategy Framework for teaching from Reception to Year 6*.
- *The Framework for teaching mathematics from Reception to Year 6*.
- *The Key Stage 3 National Strategy Framework for teaching English: Years 7, 8 and 9*.
- *The Key Stage 3 National Strategy Framework for teaching mathematics: Years 7, 8 and 9*.

Go to [www.standards.dfes.gov.uk/](http://www.standards.dfes.gov.uk/)  
Select literacy, numeracy or schemes  
of work and then use the 'Pick an  
area' menu

The *Frameworks* effectively provide the schemes of work for English and mathematics in primary schools and at key stage 3 in secondary schools.

- *The Schemes of Work* produced by QCA are not statutory but are adopted or adapted by many schools.

### The hidden curriculum

The ‘hidden curriculum’ is what pupils learn that is not planned. It may go unexamined and unrecognised. Through their everyday experiences at school – in the classroom, dining hall, corridors and playground – pupils learn about:

- the role of the teacher;
- the role of the learner;
- status;
- attitudes to learning;
- expectations of teachers and peers in terms of learning and behaviour.

The hidden curriculum can have a profound effect on pupils’ self-image and motivation. Pupils’ attitudes to learning are often picked up from the school ethos. Many schools recognise the importance of the hidden curriculum and understand its influence on pupils’ attitudes to learning and on pupil progress. A school’s mission statement, aims and PSHE curriculum will often outline how the school intends to affect this aspect of what children learn.

### The observed curriculum

The ‘observed curriculum’ is what actually takes place in the classroom – the lessons and the activities that can be seen. It may be different from the official curriculum for a number of reasons. Effective teachers sometimes make changes from what was planned during the course of the lesson. However, there should be sound educational reasons for this and in most cases a lesson should follow the plan.

### The curriculum as experienced

This is the curriculum that pupils actually experience. This is what they learn. Most teachers have experience, at some point in their careers, of pupils not learning what they, the teachers, thought they had taught. For this reason opportunities for recap, reinforcement and plenaries are important to monitor pupils’ learning as the lesson progresses. Many experiences at school have a long-lasting effect; these are more likely to be associated with memorable events such as an educational visit, a school production, handling artefacts provided by museums, a visiting speaker, etc. The provision of ‘different’ experiences can often stimulate interest and act as a springboard for learning.



#### Optional Task

Consider the following comments. Which definition of ‘curriculum’ best matches each comment?

John, you must try harder. You don’t do anything well.

She bullies us in the playground, but the teachers just ignore it.

Thank you children. I really enjoyed teaching that lesson.

I can’t read the words, so I just copy them into my book.

I enjoy English because we use lots of different resources.

Next term we are studying Victorian Britain.

### This section focuses on:

- 2.1 The National Curriculum in England;
- 2.2 Programmes of study (PoS);
- 2.3 Schemes of work (SoW);
- 2.4 Key skills and other aspects;
- 2.5 Attainment targets (ATs).

## INTRODUCTION

For more information, see  
'Filling the Gaps' in this series

The National Curriculum (NC) sets out the requirements to be taught in each subject, at each key stage.

The foundation stage was introduced in September 2000. Many of the central principles established in Early Years education form the basis for successful and sustained learning. The *Curriculum guidance for the foundation stage* sets out how early learning goals underpin the foundation stage and provide a basis for planning activities for this age group, including the Reception Year. It sets out six areas of learning in some detail and is designed to help practitioners plan and provide an appropriate curriculum for these areas, in a range of settings.

However, although the early learning goals and areas of learning provide the basis, they are not a curriculum in themselves, nor are they discrete activities.

The *Guidance* is set out in terms of 'Stepping Stones' in learning. In the *Guidance* these are four colour-coded phases of development for each of the areas of learning, showing typical patterns of progression from age three to the end of the foundation stage. The *Guidance* provides a clear basis for planning activities, but it is not a series of lesson plans. For each session, it still has to be translated into a clear plan that will meet the needs of the children in a practical and purposeful way. Whether in primary or secondary education, you need to know about the foundation stage and principles for Early Years education, as these principles underpin the central tenets for future effective learning of all pupils.

Much information on the NC, the programmes of study (PoS), attainment targets (ATs) and assessment issues can be found at the websites listed.

[www.qca.org.uk/ca/foundation/](http://www.qca.org.uk/ca/foundation/)

[www.nc.uk.net/](http://www.nc.uk.net/)

[www.qca.org.uk/](http://www.qca.org.uk/)

[www.dfes.gov.uk/index.htm](http://www.dfes.gov.uk/index.htm)

[www.standards.dfee.gov.uk/](http://www.standards.dfee.gov.uk/)

## 2.1 WHAT IS THE CURRICULUM IN ENGLAND?

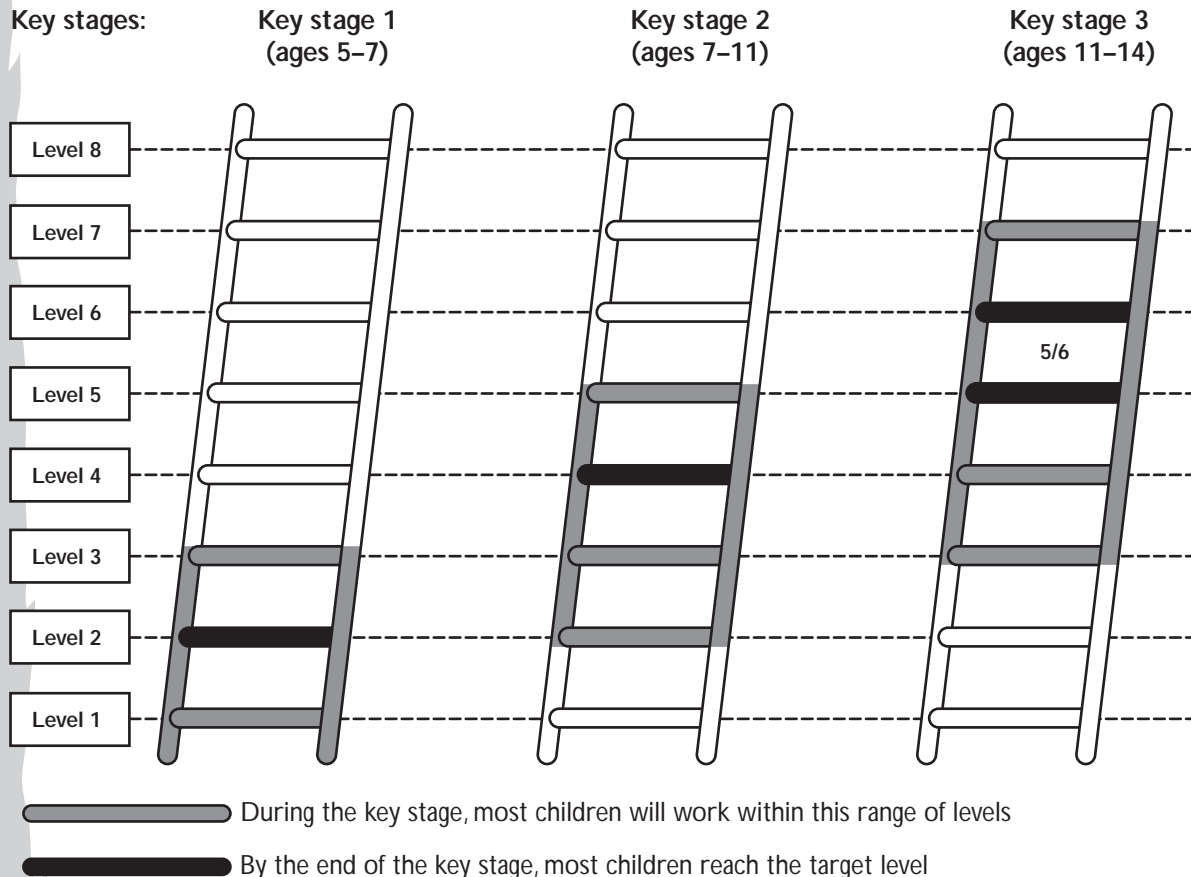
The National Curriculum Handbook definition of curriculum is ‘*The school curriculum comprises all learning and other experiences that each school plans for its pupils. The National Curriculum is an important element of the school curriculum*’. The QCA oversees the curriculum and the national system of assessment. The diagrams below illustrate the NC levels at key stages 1–3, and the revised NC, August 2000. Details of all latest age/stage/year and test/qualifications at all levels are on the QCA website. **Note:** there is also non-statutory curriculum guidance for children aged from three to five, and for post-16 provision. The key stage 4 curriculum is determined by schools. The NC determines programmes of study in subject areas. Schools often meet these through following examination specifications provided by the examination awarding bodies.

[www.qca.org.uk/](http://www.qca.org.uk/)

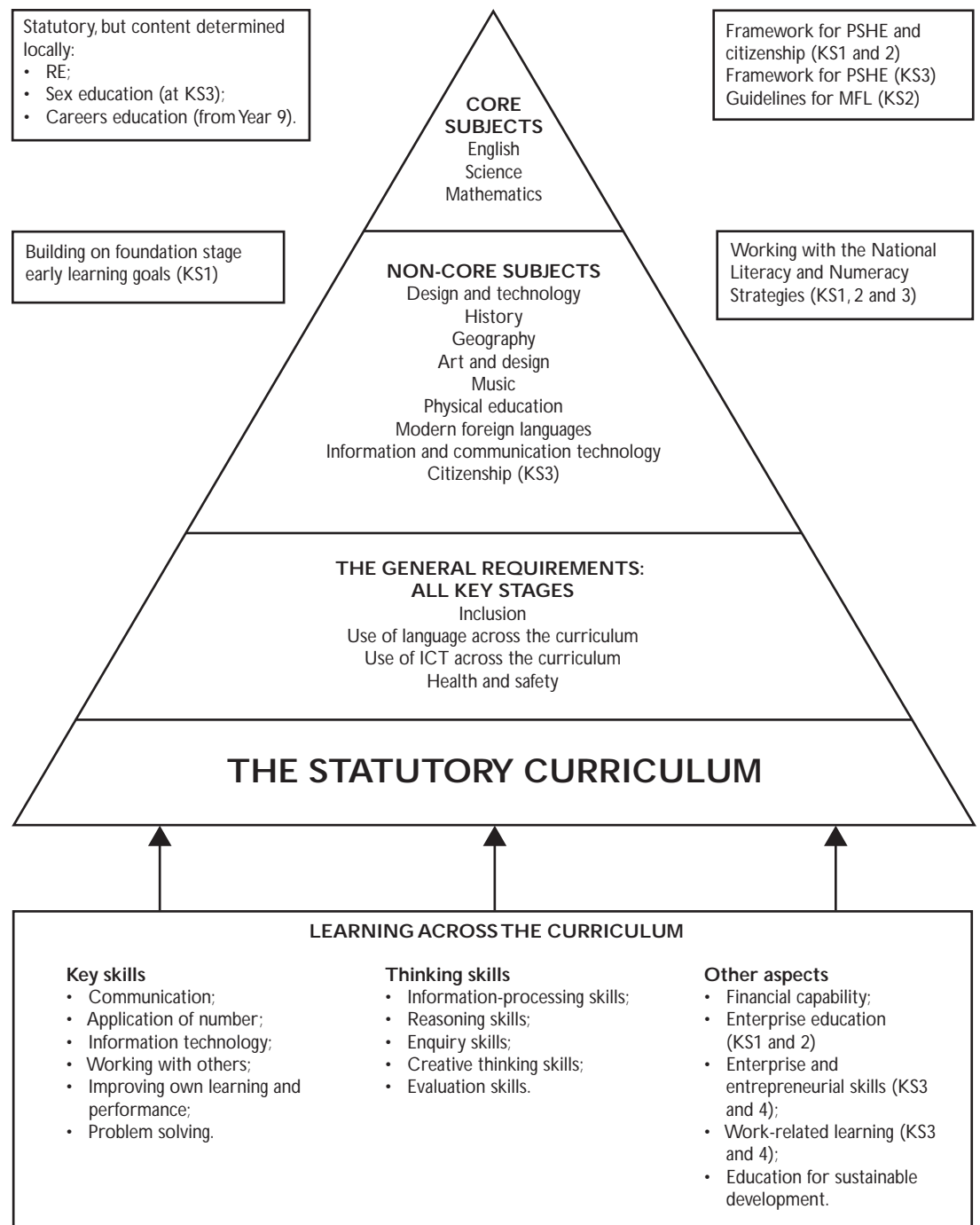
### What is a key stage?

A key stage is the age range within which primary and secondary education is organised. Recently, there has been the addition of a foundation stage (3–5) for Early Years, and post-16 for pupils in Years 12 and 13 taking vocational courses.

### NATIONAL CURRICULUM LEVELS OF ATTAINMENT



## REVISED NATIONAL CURRICULUM, AUGUST 2000: KEY STAGES 1–3



## Optional Task

Look at a lesson plan or weekly plan you have used recently. If it does not include 'key skills', 'thinking skills' or 'other aspects', consider how these might be included.

## 2.2 WHAT IS A PROGRAMME OF STUDY?

[www.qca.org.uk](http://www.qca.org.uk)

[www.nc.uk.net/](http://www.nc.uk.net/)

The programmes of study (PoS) set out what pupils should be taught in each subject at each key stage, and provide the basis for planning schemes of work. When planning, schools should also consider the four general teaching requirements that apply across the curriculum:

- Inclusion;
- Use of language across the curriculum;
- Use of information and communication technology;
- Health and safety.

The national *Frameworks* for teaching English and mathematics published by the DfES, and the exemplar schemes of work published by the DfES and QCA, show how the programmes of study and the attainment targets can be translated into practical, manageable teaching plans.

The Education Act, 1996 (section 353b), defines a PoS as the ‘*matters, skills and processes*’ that should be taught to pupils of different abilities and maturities during the key stage.

## 2.3 WHAT ARE SCHEMES OF WORK?

[www.standards.dfes.gov.uk/](http://www.standards.dfes.gov.uk/)

Schemes of work are available on the Standards website. The SoW provide non-statutory guidance and you can use them to create your own scheme by downloading units in Microsoft Word and cutting and pasting text to meet your own needs. They are the same as the published schemes available from QCA.

Schemes of work	
Primary and Secondary	
Art and Design	Music
Geography	Science
History	Religious education
Information and communication technology	Physical education
Design and technology	Modern foreign languages
Literacy Framework	Numeracy Framework

Schemes of work are also available for Citizenship at key stages 3 and 4.

## 2.4 WHAT ARE THE KEY SKILLS AND OTHER ASPECTS OF THE SCHOOL CURRICULUM?



### Reading

The National Curriculum,  
(Primary Handbook pp20–23),  
(Secondary Handbook pp. 22–24).

[www.nc.uk.net](http://www.nc.uk.net)

These are elements of the curriculum and are illustrated in the diagram (page 53). The six key skill areas are:

- Communication;
- Application of number;
- IT;
- Working with others;
- Improving own learning and performance;
- Problem solving.

These skills are identified as ones that give significant support to learners through their education, work and life in general. These skills, along with thinking skills, will be developed through all teaching where the teaching is effective. Other **aspects** of the school curriculum are identified as also being important.

## 2.5 WHAT IS AN ATTAINMENT TARGET (AT)?

An attainment target sets out the ‘*knowledge, skills and understanding that pupils of different abilities and maturation points are expected to have by the end of each key stage*’. ATs consist of eight level descriptions of increasing difficulty, plus a description for exceptional performance above level 8. Each level description describes the types and range of performance that pupils working at that level should characteristically demonstrate.

The level descriptions provide the basis for making judgements about pupils’ performance at the end of key stages 1, 2 and 3. At key stage 4, national qualifications (eg. GCSE) are predominant in assessing attainment in NC subjects. However, GNVQ and NVQ are now being incorporated into the key stage 4 curriculum.

### Assessing attainment at the end of a key stage

In deciding a pupil’s level of attainment at the end of a key stage, teachers should judge which description **best fits** the pupil’s performance; each description should be considered alongside descriptions for adjacent levels.

## Chapter 2: Section 3: Curriculum planning in schools

### This section focuses on:

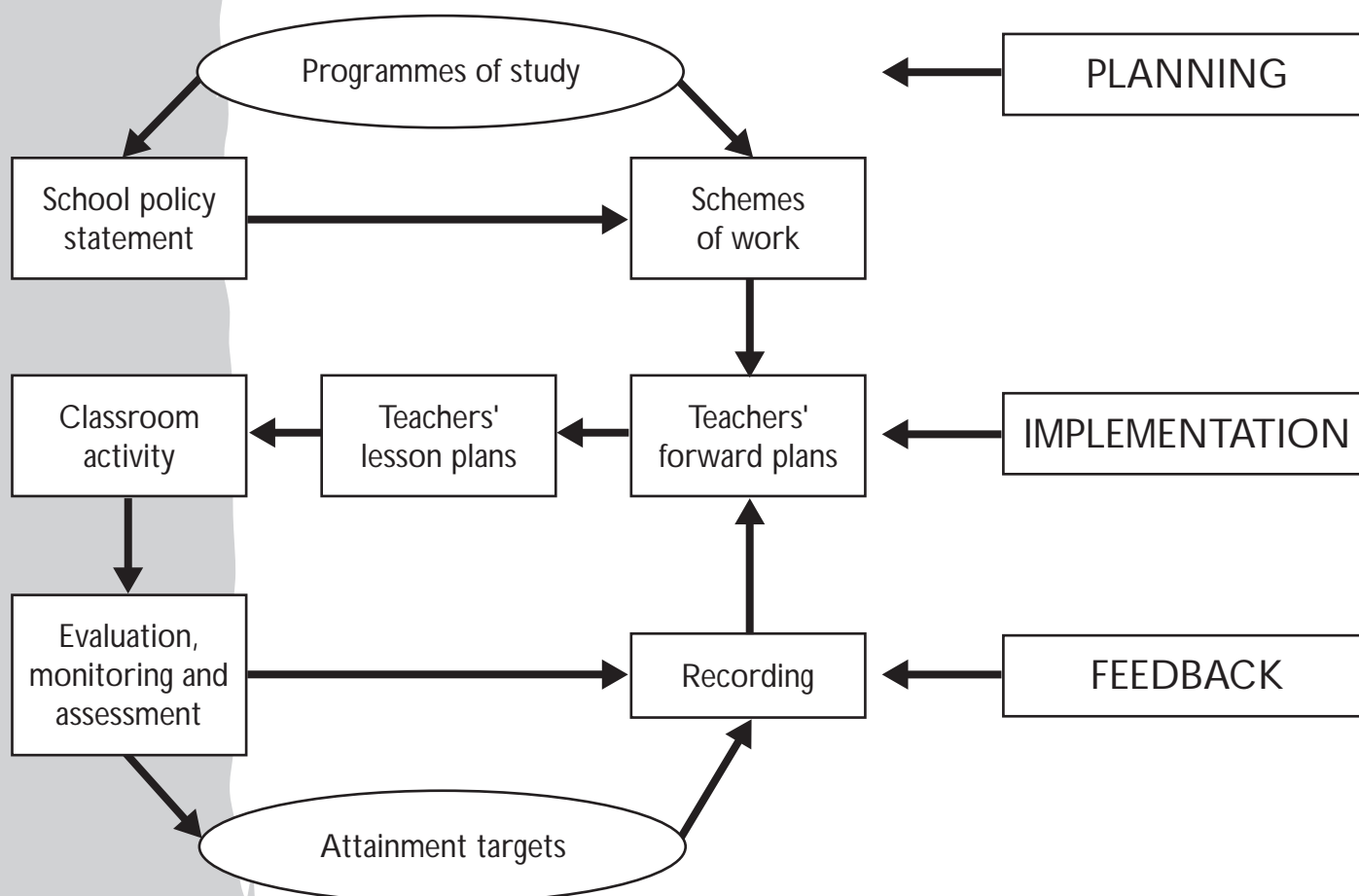
- 3.1 How the elements of the National Curriculum (NC) link together;
- 3.2 A balanced curriculum;
- 3.3 Lesson objectives;
- 3.4 Different levels of planning.

### 3.1 HOW DO THE ELEMENTS OF THE NATIONAL CURRICULUM (NC) LINK TOGETHER?

[www.walsalleducation.org/wegfl/index.htm](http://www.walsalleducation.org/wegfl/index.htm)

NC documents and related national initiatives are used as the basis for schools' curriculum planning. The diagram below shows how the elements, discussed earlier, are linked together.

#### How is the curriculum planned in practice?



(Walsall Grid for Learning, 1999)

There is a statutory requirement for each school to have a curriculum policy statement, agreed by the governors, outlining the overarching principles. A school's curriculum plans show how these policies are delivered. These still need to be turned into actual teaching plans.



### Think About

It will be useful for you to access the curriculum documents of the school in which you will be working. It is acknowledged however that, as a supply teacher, you are often likely to be required to prepare and teach individual lessons in somebody else's planned sequence of sessions.

Any guidance you can get on this, from the school or department, will help. If in doubt, ask!

## 3.2 WHAT IS A BALANCED CURRICULUM?

Planning operates at a variety of levels. The curriculum you plan should have:

- **breadth** – so that pupils experience a range of curriculum areas;
- **depth** – so there are opportunities for in-depth understanding;
- **coherence** – so that natural and meaningful links within and between some subjects are recognised;
- **relevance** – so that pupils' activities relate to previous learning;
- **differentiation** – so the needs and progress of pupils are catered for;
- **progression** – so learning develops through sequenced activities.

## 3.3 WHAT SORT OF OBJECTIVES ARE REQUIRED?

**Objectives** or **learning outcomes** for each lesson should be specific and 'measurable', for example 'Revise techniques and improve speed of halving numbers including decimals'. This could serve to focus your teaching from the vague hopefulness that in one hour's teaching, '*The children will come to an appreciation of literature*' or, more dauntingly, '*Pupils will understand gravity*'.

Specifying outcomes concentrates attention on what is to be taught, and how pupils' learning will be judged. What matters is that there should be some criteria for how success – or degrees of success – might be evaluated. So, concentrate on what is achievable. Include areas of knowledge, understanding and skills (with attention given to the affective as well as cognitive), attitudes, values and beliefs.

### Where possible, objectives should:

- be precise, assessable and achievable;
- be a statement of learning **outcomes** in terms of pupils' learning, not what they will be doing as they complete a task;
- frame the lesson or sequence of lessons;
- use key questions to help structure an introduction or conclusion;
- use learning outcomes as assessment criteria;
- provide different learning outcomes for different groups of pupils.

### 3.4 WHAT DO WE MEAN BY SHORT-, MEDIUM- AND LONG-TERM PLANNING?

#### Long-term = whole-school system planning

There are three levels of planning:

**Long-term planning** demonstrates how the curriculum is covered across the whole school, key stage or department.

It shows:

- how the content is covered in terms of breadth and depth;
- how the curriculum is structured within year groups and across key stages;
- how much time is allocated to each area of the curriculum in each year group.

#### Medium-term = subject programme planning/class programme planning

**Medium-term planning** might be half-termly or termly planning. Plans will be subject-specific, but also demonstrate links to other subjects.

Medium-term plans include:

- National Curriculum *Frameworks* for teaching English and mathematics;
- organisation/timetable;
- school aims/policies;
- learning objectives;
- The National Curriculum;
- learning experiences;
- curriculum entitlement;
- continuity and progression.

The KS1, KS2 and KS3 *Frameworks for teaching literacy and mathematics* usually form the school's medium-term planning. The schemes of work (QCA/DfES) demonstrate one way of organising medium-term plans for different subjects. Schools often adapt these to meet their specific needs.

#### Short-term = lesson planning

**Short-term planning** might include weekly, daily or individual lesson plans. Short-term plans should include:

- clear objectives;
- delivery – teaching strategies/activities;
- differentiation;
- assessment;
- evaluation.

#### How long-, medium- and short-term plans link

The long-term plan is usually determined through whole-staff consultation. As a supply teacher, you would probably not be asked to work on this. The school may have detailed subject programme plans or scheme of work, which you will be required to follow. A programme plan could be a means by which you plan to deliver the school's, or department's, schemes on a day-to-day basis. All learning activities need effective short-term plans, which can be constructed from medium-term plans.



### Optional Task

Schools have long-term, medium-term and short-term planning. Obtain the plans when you work in a school for more than a single day. Use them as a basis for your planning.

Using the above definition, can you identify any area that could be improved?

### What is the purpose of a medium-term plan?

- To provide the detailed framework for classroom practice.
- To identify the nature of work to be covered during a phase of education.
- To encompass the requirements set out in the long-term plan/syllabus/curriculum.
- To reflect the broad principles laid down in the statement of school's systems/policy for the subject and curriculum.
- To detail the knowledge, skills and processes to be taught during the half-term or term.
- To involve all staff concerned with its teaching in both its writing and subsequent review.
- To give clear guidance about the range of teaching styles to be adopted.

Of course, these points are an ideal! The reality of your situation as a supply teacher may be very different. Always check with the school you are working in to see the format, content and usage of their medium-term plans.

### Constructing a medium-term plan

The elements that go to make up a medium-term plan are:

- title of unit of work;
- subject/curriculum areas;
- key aims of the medium-term plan;
- objectives or learning outcomes: concepts, knowledge, skills and attitudes (grounded in PoS or Early Years curriculum);
- key learning questions derived from objectives for pupils;
- relevant attainment targets: differentiation, level descriptions, other assessment areas;
- key vocabulary for pupils;
- task/activities: showing progression, organisation and teaching methods;
- formal assessment tasks: summative and formative – brief details;
- classroom environment: pupils' work? purposes? display?;
- resources checklist – human and material.

Working from the medium-term plan, the next stage is to formulate your short-term or lesson plans. Again, the school or department may have copies of these, but it is always useful to have some method or format for constructing your own, just in case!

**Planning checklist**

Use this checklist to see if your plans (both medium- and short-term) meet the following criteria. Make notes on each point to say how you might achieve this in your own planning.

<b>Criteria</b>	<b>What to look for</b>	<b>Notes</b>
<b>Coverage</b>	Is there sufficient breadth and balance?	
<b>Progression</b>	Is there appropriate progression in the learning outcomes achieved and in the areas of the subject covered?	
<b>Age relevance</b>	Are the activities appropriate to the age and experience of the pupils?	
<b>Clarity</b>	Are the plans sufficiently clear so that the absent teacher, on return, or another person in the classroom, can understand them?	
<b>Suitability</b>	Are they in line with the school's aims and the learning environment within the classroom?	

## Chapter 2: Section 4: Planning for differentiation

### This section focuses on:

- 4.1 The meaning of 'differentiation';
- 4.2 Pupils with English as an additional language;
- 4.3 Differentiation checklist.

### 4.1 WHAT DO WE MEAN BY 'DIFFERENTIATION'?

In order to meet the diverse learning needs of pupils, much has been made of the processes of differentiation. According to Webster, differentiation is:

[www.opdc.co.uk](http://www.opdc.co.uk)

*'...the maximising of learning for all children, by taking account of individual differences in learning style, interest, motivation and aptitude, and reflecting these variations in the classroom.'*  
(Webster, 1995, p34)

[www.dfes.gov.uk/sen/](http://www.dfes.gov.uk/sen/)

*'Teachers should teach the knowledge, skills and understanding in ways that suit their pupils' abilities.'*  
(QCA 1999 National Curriculum Documents)

Differentiation is clearly linked with the principle of equality of opportunity. The opportunity to learn **effectively** is a right for all pupils, and it is enshrined in most schools' mission statement and curriculum aims and objectives. Differentiation is necessary to secure an effective curriculum. It puts the emphasis firmly on what is **learnt**, rather than what is **taught**.

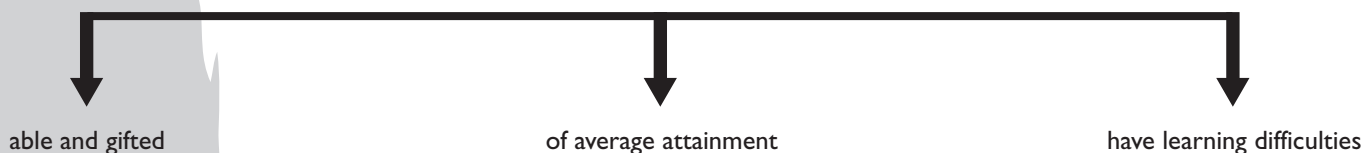


#### Think About

Differentiation involves teaching the same curriculum to all pupils by using a range of teaching strategies to meet the different learning needs of individual pupils.

A taught curriculum may be broad, balanced and relevant, but this has little meaning unless these are also features of what is learnt. Effective learning depends on the confidence and motivation of the learner. Confidence brings motivation and motivation brings achievement. The focus upon maximised learning, therefore, means we need to take into account whatever 'differences' pupils may present in the classroom.

These differences range on a continuum from pupils who are:

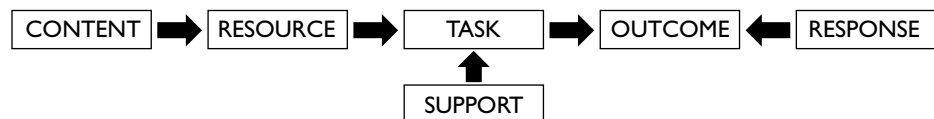


For more information on Inclusion, Gifted and Talented and SEN, see 'Getting Started' in this series

So we need to think about how we can:

- identify need;
- set learning objectives or learning outcomes;
- organise learning experiences;
- develop appropriate resources;
- assign tasks;
- assess achievement.

Dickson and Wright (1996) define differentiation as a process which can be shown diagrammatically as:



Whilst pupil outcomes vary, it is the teacher's **response** to these outcomes that allows differentiation to take place. To deliver the **content** of the curriculum, **resources** are necessary and **tasks** have to be designed help pupils acquire knowledge and understanding as well as develop skills. Whilst working at tasks, the pupils should have **support** from the teacher, who will help and guide them through the learning process.

## 4.2 WHAT ABOUT PUPILS WITH ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)?

For more information about EAL, see 'Getting Started' in this series

[www.standards.dfes.gov.uk/ethnicminorities](http://www.standards.dfes.gov.uk/ethnicminorities)

It is helpful to bear in mind the range of countries from which pupils may come. In addition to those entering from the Commonwealth or EU, the reasons for pupils being in the UK are extremely diverse. They may be refugees from instances of 'ethnic cleansing', war, famine, etc., and often their experiences can affect their capacity to learn.

It is particularly important not to make assumptions about pupils' underlying abilities on the basis of their immediate performance if they have not had extensive experience of working in English. It is also necessary to acknowledge that some culturally specific aspects of British English might present some obstacles to pupils who have arrived from other countries where English is widely spoken. The National Literacy Strategy (NLS) includes guidance on making lessons accessible to pupils with EAL.

The recent Department for Education and Skills (DfES) publication at [www.dfes.gov.uk/rtb/](http://www.dfes.gov.uk/rtb/) highlights the need for:

- raising expectations, through mentoring and positive role models;
- structured learning and support programmes;
- effective values established throughout the school;
- high standards of behaviour and respect;
- positive patterns of parental involvement and home-school liaison;
- ethnic monitoring to enable the school to assess problems.



### Reading

DfEE Research Report (RR59) *Making the Difference: Teaching and Learning Strategies in Successful Multi-Ethnic Schools.*

OFSTED Report – *Raising the Attainment of Minority Ethnic Pupils: School and LEA Response* (HMI 170).

DfEE (1999) *Supporting Pupils Learning English as an Additional Language.*

DfEE (2000) *Removing the Barriers: Raising Achievement for Ethnic Minority Pupils.*

### 4.3 DIFFERENTIATION CHECKLIST

There are four areas where differentiation can be implemented: resources, tasks, support and response. Use this checklist to make notes on:

- how you use these strategies in your teaching;
- the ones that you find most successful and why;
- the ones that you find problematic and why.

Consider the teaching strategies identified in the checklist on page 60. Use this checklist to assess your own practice.

<b>DIFFERENTIATION CHECKLIST</b>		
<b>Focus</b>	<b>Strategies</b>	<b>How I use these strategies</b>
<b>resources</b>	<ul style="list-style-type: none"> <li>• Selected for: – appropriate readability; – levels; – ease of use by pupils; – good design.</li> <li>• Wide variety of media.</li> <li>• Use of technology.</li> <li>• Use of study guides.</li> <li>• Well-managed storage and retrieval systems.</li> <li>• Pupil preparation.</li> <li>• Study skills built into course programme.</li> </ul>	
<b>tasks</b>	<ul style="list-style-type: none"> <li>• Providing a variety of tasks.</li> <li>• Matching of tasks to abilities, aptitudes and interests.</li> <li>• Ensuring children stay on task.</li> <li>• Identifying the outputs tasks lead to.</li> <li>• Providing a range of tasks to allow for choice.</li> <li>• Building learning routes.</li> </ul>	
<b>support</b>	<ul style="list-style-type: none"> <li>• Support from other adults and children.</li> <li>• Individual support from the teacher.</li> <li>• Support from carefully resourced systems and technology.</li> <li>• Celebration of achievement.</li> <li>• Co-operative 'partnership' teaching.</li> <li>• Small-group teaching.</li> </ul>	
<b>response</b>	<ul style="list-style-type: none"> <li>• Informing children of desired learning outcomes.</li> <li>• Making assessment criteria explicit.</li> <li>• Response partners (pupils working in pairs).</li> <li>• Learning logs.</li> <li>• Small-group tutoring.</li> <li>• Individual action plans.</li> <li>• Response reflects what the child has previously achieved.</li> </ul>	

*Adapted from Dickson and Wright (1996)*

### This section focuses on:

- 5.1 Lesson planning at short notice;
- 5.2 Lesson planning with more time;
- 5.3 Evaluation and assessment;
- 5.4 Different types of assessment;
- 5.5 Managing assessment in the classroom;
- 5.6 Assessment for learning.

### 5.1 WHAT SHOULD I DO IF NO TEACHER-PLANNED WORK IS AVAILABLE?

As a supply teacher, you will have experienced a great variation between schools in terms of the availability of lesson plans, instructions left for you by the teacher and resources available. Ideally these should all be in place and your lesson(s) will be an integral part of the sequence of lessons in a unit of work that the class teacher has planned.

However, supply teachers have told us that, on occasions, no planning is available. Although this is most unsatisfactory, you need to have strategies to deal with this situation should it arise.

There will be occasions when you will need to devise 'skeletal' lesson plans in minutes if no class teacher planning is available. It is essential that you do this to avoid a lesson 'drifting' and for you to be confident that learning has taken place. You need to be clear about the parts of the lesson and make brief notes on each before the lesson starts (see plan on page 65).

If no plan is available, you will not know what the pupils have already done or achieved. Therefore, it may not be possible to build on prior learning. However, you should have a broad understanding of what pupils can be expected to know, understand and do when you decide which age groups you are available for as a supply teacher.

You can gain this understanding by making sure you consult the *Frameworks* for teaching English and mathematics (if appropriate) and the National Curriculum (NC) programmes of study (PoS) and attainment targets (ATs) for the pupils you intend to teach. For example, if you are asked to teach history to Year 2 you would expect them to be developing a sense of chronology by using language such as 'long ago', 'before that happened', 'when my Granny was a little girl', etc. You would not expect them to identify changes that have taken place across and within periods of history. The level descriptions in the ATs will help you formulate broad expectations.

#### What pupils know, understand and can do

## LESSON PLANNING AT SHORT NOTICE

### Focus of the lesson

The focus of the lesson will keep you on track. Have you ever asked yourself ‘*How did I get here from where I started?*’ Some pupils have quite advanced skills in encouraging teachers to deviate. Remember to share the focus of the lesson with the pupils. The focus should be broken down into objectives or learning outcomes.

### Lesson objectives

When planning at short notice, think about what you want the pupils to have learned by the end of the lesson (the learning outcomes). Make a note of what:

- all pupils will know or be able to ...;
- most pupils should know or be able to ...;
- some pupils could move onto ....

### Structure of the lesson

How will you divide the lesson into different parts? For example:

- **Introduction to whole class:** (time allocated to this?)
- **Activities:** how will these be organised? Independent, paired, group work? (Time allocated to these?) Remember to share these timings with the pupils, eg. ‘*You have 10 minutes to complete this task.*’
- **Transitions:** how will you manage the change from one part of the lesson to another? Will this involve movement of furniture or pupils?
- **Summary at the end of the lesson:** make sure you allow enough time to recap/reinforce the key points of the lesson.

### Theme

Theme on topic, eg. History: The wives of Henry VIII.

<b>THEME</b> _____		
<b>Focus</b> _____		
<b>Lesson objectives</b> _____ <div style="border: 1px solid black; height: 100px; width: 100%;"></div>		
<b>Structure</b>		
<b>Introduction</b> _____ _____ _____ _____		
<b>Activities</b>		
All pupils	Most pupils	Some pupils
<b>Summary</b>		

## 5.2 WHAT SHOULD I TAKE INTO ACCOUNT WHEN I HAVE MORE TIME TO PLAN LESSONS?

A lesson plan for every lesson you teach should be available.

You need to consider:

- using a range of assessment techniques as you assess pupils' learning;
  - differentiation by outcome – this can be appropriate, but needs to be used alongside other forms of differentiation, such as by task and intervention (see page 62);
  - if you are working with children aged 3–5 (foundation stage), the plan should take account of multiple, parallel activities. The planning model you adopt should contain the key elements outlined below.
- Are the learning outcomes appropriate to the pupils?
  - Are the learning activities appropriate to the intended learning outcomes?
  - Does the lesson use different types of learning activities, and take into account pupils' different learning styles?
  - Are instructions, explanations and questions, clear and appropriate?
  - Does the plan make adequate provision for the particular needs of individual pupils – for example, those with English as an Additional Language, or any with Special Educational Needs?
  - Are suitable resources and materials available?
  - Are there plans for monitoring the effectiveness of the lesson, and pupils' learning?
  - How will I know whether the intended learning outcomes have been met?

*For more information about planning for the foundation stage, see 'Filling the Gaps' in this series*

### **Key questions about your lesson plan**

<http://vtc.ngfl.gov.uk/>

[www.learn.co.uk/](http://www.learn.co.uk/)

### 5.3 HOW CAN EVALUATION AND ASSESSMENT INFORM MY TEACHING?

Monitoring, assessment and evaluation are an integral part of teaching, and should help you to identify points for action and future planning, which will also be useful for the absent teacher upon their return. It is not possible to go into this issue in great detail in this chapter, but you may find it useful to consider the following questions.

- How will you evaluate your teaching?
- How will you assess pupils' learning?
- How will evaluation and assessment inform your next lesson plan?
- How will informal assessment of pupils' learning aid your planning and organisation?
- Which formal assessment tasks might you use with the whole class using different techniques (annotated marking, questioning, discussion, concept mapping, etc.)?
- How does your record-keeping fit in with the school's?
- How can you provide evidence for the class teacher to support claims in terms of what:
  - has been securely understood by the pupils;
  - needs reinforcement for some of the pupils;
  - needs revisiting in some of the areas by some pupils.

### 5.4 WHAT TYPES OF ASSESSMENT AND FEEDBACK ARE THERE?

- In **criterion-referenced** assessment, a learner's performance is related to given criteria (eg. desirable learning outcomes, level descriptions or early learning goals).
- In **norm-referenced** assessment, a learner's performance is judged in relationship to others' performances (eg. the position within a class).
- **Formative assessment** means assessing pupils so that their performance can inform planning for future learning.
- More detailed or **diagnostic assessment** may be necessary where children are facing particular difficulties. National Curriculum (NC) teacher assessment is designed to be formative in nature. It is:
  - integral to the learning process;
  - related to the development of learning.
- **Pupil self-assessment** involves pupils taking increasing responsibility for their own learning.
- **Summative assessment** is where the assessor identifies what a learner or a group of learners has attained within a given domain, so that these attainments can be reported in a quantitative format. Summative assessments may be aggregated so that group, class, school or local education authority performance may be reported.
- **Evaluative assessment** involves aggregated summative assessments, so that the effectiveness of a learning programme can be judged.



#### Optional Task

Make sure you allow time for giving feedback to your pupils. How can you build in opportunities in your planning to offer constructive feedback?

Using the assessment information, make a list of the positive ways in which you can inform pupils of their progress. Test it in school and adapt as necessary.

**Note:** Most of the statutory requirements of the NC are concerned with summative as opposed to formative purposes.

## Teachers use assessment for learning to raise standards

The QCA have produced this leaflet for all head teachers and teachers interested in developing and extending assessment practices in the classroom.

There are different types of assessment, each serves a different and distinct purpose and each has its place.

<b>Formative assessment (TA)</b> Assessment <b>for</b> Learning	<b>Summative assessment (TA)</b> Assessment <b>of</b> Learning	<b>National Curriculum tests and tasks</b> Assessment <b>of</b> Learning
<p>happens all the time in the classroom. It is rooted in self-referencing; a pupil needs to know where s/he is and understand not only where s/he wants to be but also how to 'fill the gap'.</p> <p>This involves both the teacher and the pupil in a process of continual reflection and review about <b>progress</b>.</p> <p>When teachers and peers provide quality feedback, pupils are empowered to take appropriate action.</p>	<p>is carried out at the end of a unit or year or key stage or when a pupil is leaving the school, in order to make judgements about pupils' <b>performance</b> in relation to national standards. TA is rooted in level descriptions but is often given a numerical value. Teachers find standardisation and moderation meetings important quality assurance opportunities.</p> <p>TA is a valuable part of the data held and used for management purposes.</p>	<p>provide a standard 'snapshot' of attainment at the end of key stages.</p> <p>A pupil's <b>performance</b> is described in relation to the national standards – levels.</p> <p>The optional tests for years 3, 4 and 5 also provide summative assessment information for schools to use to monitor their school's performance.</p>
<p>Teachers adjust their plans in response to formative assessment.</p>	<p>Teachers often use information about children's performance in summative tests and their Teacher Assessments formatively.</p>	

TA = Teacher Assessment

Much recent research indicates that effective formative assessment is a key factor in raising pupils' standards of achievement.

Central to formative assessment, or 'assessment for learning' is that it:

- is embedded in the teaching and learning process of which it is an essential part;
- shares learning goals with pupils;
- helps pupils to know and to recognise the standards to aim for;
- provides feedback which leads pupils to identify what they should do next to improve;
- has a commitment that every pupil can improve;
- involves both teacher and pupils reviewing and reflecting on pupils' performance and progress;
- involves pupils in self-assessment.

## FORMATIVE ASSESSMENT SUMMARY CHECKLIST

You will find evidence of formative assessment in:

### PLANS with

- emphasis on learning intentions and sharing them with pupils and other adults in the classroom;
- assessment criteria for feedback and marking, self and peer assessments;
- differentiated groups, changes to differentiated grouping;
- review time and flexibility built in;
- annotations with notes of pupils to focus on because they need additional / consolidation work;
- use of guided group sessions for explicit formative assessment opportunities;
- adjustments highlighted / crosses out – what did / not work and why;
- good questions recorded that really reached pupils' understanding / misconceptions;
- events that showed unexpected outcomes.

### TEACHERS who are

- using a wide range of knowledge of pupils and why they make mistakes, making judgements about why and about next steps/interventions;
- sharing learning intentions with pupils using them to give feedback / mark work / rewards;
- demonstrating a reflective approach to teaching and learning and building in review time for themselves and their pupils;
- encouraging pupils to take responsibility for their learning by providing opportunities for pupils to describe their response to learning intentions or targets, the strategies they use and the judgements they make in relation to their progress;

- 'modelling' a variety of skills / attitudes / standards / qualities for pupils;
- analysing pupils' performance in tests and using the information for future learning plans;
- feeling confident / secure in classroom practice.

### PUPILS through

- changes in their attitudes to learning – motivation, self-esteem, independence, initiative, confidence;
- changes in their responses to questions, contributions to plenaries, explanations and descriptions;
- changes in their performance – their attainment improves;
- questions they ask;
- active involvement in formative assessment processes eg. self / peer assessment, recognising progress in their written work / skills / knowledge / understanding, target setting.

### SCHOOL ETHOS which

- values attitudes to learning with trusting relationships;
- encourages and builds self-esteem;
- uses value-added data;
- provides support / guidance / appropriate training opportunities;
- manages change well and includes maintenance systems;
- encourages review and self-evaluation at individual, subject and school level.

## 5.5 HOW CAN I MANAGE ASSESSMENT EFFECTIVELY IN THE CLASSROOM?

Two key strategies for managing assessment in the classroom are:

- sharing lesson objectives with the pupils;
- marking and feeding back on pupils' work.

### Sharing lesson objectives

This often results in the pupils paying more attention to the task, therefore:

- pupils will persevere for longer;
- the quality of pupils' work improves, as does behaviour;
- the dialogue between pupils while they are working is more likely to focus upon the learning intention than on 'other' interests;
- they become more self-evaluative, weighing up how well they are doing;
- marking is made easier.

### Effective marking

There is a wide variety of practice in marking. Many schools find it helpful to devise guidelines for teachers, to support consistency in their marking and to specify who monitors the quality of teachers' marking.

### Marking should:

- provide clear feedback to pupils about strengths and weaknesses;
- identify where improvements can be made;
- recognise, encourage and reward pupils' effort and progress;
- focus on those areas of learning where groups or individual pupils need specific help;
- provide a record of pupils' progress;
- help parents understand strengths and weakness in their child's work.

### When marking pupils' work, you need to consider whether:

- your comments are to form the basis of a discussion between you and the pupil;
- pupils are expected to read your comments;
- your comments are to inform future work;
- your comments are to correct or improve an existing piece of work.

### Comments on children's work should:

- relate to planned learning objectives;
- be legible and clear in meaning;
- recognise pupils' achievements;
- indicate the next steps in pupils' learning.

*'Time needs to be built into lessons for children to reflect on marking and respond to it.'*

(QCA, 1997).

## Where can I find information about assessment for learning?

[www.qca.org.uk/ca/5-14/afl](http://www.qca.org.uk/ca/5-14/afl)

The QCA 'Assessment for Learning' website provides guidance and outcomes of research on assessment for learning. Particularly helpful is Ann Neesom's research as part of the 'LEARN Project' (Learners' Expectations of Assessment Requirements Nationally).

### THE LEARN PROJECT

#### 'Could try harder'

#### A summary of students' perceptions of assessment in schools

##### *The role of assessment in raising standards*

In recent years the major focus of policy makers has been to use external mechanisms such as summative end of key stage standard tests, the publication of comparative school 'league tables' and target setting for schools and LEAs to improve standards. Black and Wiliam undertook a major review of the research literature on assessment and learning in 1998 and suggested that the emphasis on external mechanisms has neglected the processes operating within classrooms and the relationship between teacher and learner. Their review provided powerful evidence of the capacity of formative assessment to raise standards where students have a **clear sense of themselves as learners, the goals they are trying to achieve and how to reach them.**

##### *The results of the LEARN project* (Extract from the LEARN Project June 2000, Bristol):

- 1 *students' motivation was strategic and dependent on external and internal factors, such as age, peer and family expectations and perceived relevance of the course;*
- 2 *students attributed success to effort, ability and opportunity to learn;*
- 3 *students reported different attitudes to learning: some were keen to understand, some were concerned about their performance without necessarily understanding, while a few demonstrated 'learned helplessness'. Individual attitudes were not fixed and varied with age and context;*
- 4 *students usually had a good understanding of what to do for individual tasks but were less clear as to how these tasks fitted into the 'big picture' of the course. There was evidence they were not always receiving the 'signposting' they needed;*
- 5 *students were often unsure how work was assessed and many reported that only some teachers explicitly shared assessment criteria with them;*
- 6 *students of all ages were dependent on teacher set standards when assessing the quality of their work; many were able to refer to past work to define quality;*
- 7 *there was little evidence of systematic self-assessment and few students reported having the opportunity to develop their knowledge and understanding of this skill;*
- 8 *the quality of feedback was commented on critically by many students;*
- 9 *students were confused by grades for effort and achievement;*
- 10 *feedback that was prompt and delivered orally was preferred;*
- 11 *students felt that feedback that was constructively critical helped improve their performance by giving them pointers on how to improve.*

## Chapter 2: Section 6: Elements of a well-managed lesson

### This section focuses on:

- 6.1 Before the lesson;
- 6.2 Starting lessons;
- 6.3 Communicating objectives to pupils;
- 6.4 Recapping on previous learning;
- 6.5 Planning for transitions;
- 6.6 Planning for conclusions;
- 6.7 Evaluation;
- 6.8 Elements of a well-managed lesson – a checklist.

### 6.1 WHAT DO I NEED TO DO BEFORE THE LESSON?

**The teacher should be ready for the class, rather than the class being ready for the teacher.**

- **Gathering information.** Try to find out as much as you can about what you are supposed to be doing, and who you are teaching!
- **Be in place before the children.** Familiarise yourself with the school and its layout. Check what room you are actually in and whether it needs unlocking. Find out who has a key!
- **Classroom set up and necessary materials ready.** One of the main problems here is that you are effectively taking over someone else's 'space'. Think through in advance what sort of work you will be doing with the pupils, what resources you need and how you are going to organise them. Will there be adult support in the classroom with you? (See pages 83–84.)
- **Furniture arranged appropriately – think about transitions.** Some rooms, because of their size or usage (eg. laboratories), may not be conducive to the sort of activities you had envisaged. Also, earlier lessons in the room might result in the layout being different. Try to ensure that you leave the room as you found it.

In the best of all possible worlds, an effective classroom environment:

- is visually stimulating and motivates pupils to learn more;
- empowers and supports pupils in taking some responsibility for their own learning;
- encourages pupils to work on task;
- enables all pupils to have an equal opportunity to make progress;
- supports differentiation to meet the needs of individual pupils;
- is workable and realistic, given the available resources, including space, equipment and learning materials;
- is one in which the learning activities intended are manageable and realistic, and within your current professional capabilities.

*For more information on working with teaching assistants, see SEN section in 'Getting Started' in this series*

#### **An effective learning environment**

## 6.2 HOW SHOULD I START THE LESSON?

### Entry behaviour: when does a lesson start?

Most people who have observed teachers over time will say that the difference between successful and unsuccessful lessons is often to be found within the first few minutes.

We often think of lessons as starting at a particular moment, perhaps when the teacher addresses the class and brings them to attention. With many older pupils, working with familiar teachers with whom there is an established rapport and routine, this may be sufficient – there is a clear signal for starting work and the pupils come to order.

With many pupils, however, the pattern of the beginning of the lesson is being established as they enter the classroom. If some of the pupils enter noisily, carrying over disputes from break time or a previous lesson, then it can be quite difficult to gain immediate and full attention and establish the necessary working atmosphere.

This can be the moment when younger pupils try to engage your attention with complaints about other pupils, whereas older pupils might attempt to side-track you with jokes and queries. A little informality and acknowledgement of individuals helps to build good relationships with the pupils, but it is important that this does not encroach too far into the lesson. Greeting some of the pupils in a relatively unfamiliar class as they enter also allows you to fix names into your memory.

One question to ask yourself is how long it is from the official time the lesson started to the actual commencement of meaningful work.

### Routines for the start of lessons

Teachers in an unfamiliar classroom or school need to know the rules and routines.

- What are the pupils' expectations about arriving at lessons? In larger schools, moving from lesson to lesson can take some time.
- Do pupils sit anywhere or is there a seating plan?
- How is the register taken? Should anyone be notified about absences?
- Are particular pupils being monitored for truancy every lesson?

## 6.3 HOW DO I COMMUNICATE OBJECTIVES TO THE PUPILS?

In line with the principles of giving the learner 'the big picture', breaking down tasks into manageable chunks and establishing meaningful targets, it is a good idea to communicate to pupils your intentions for their learning early in the lesson. You could write the focus of the lesson on the board. Tell the pupils what they are going to do and what you expect of them.

With older pupils, the particular learning outcomes can often be shared verbatim as they appear in your lesson plan, although you do need to give them some context. With younger pupils, your desired learning outcomes might be explained in simpler terms. If the targets are specific to groups, then these, too, need to be communicated.

In communicating learning outcomes, your aim should be to:

- make intentions for learning clear;
- engender enthusiasm about the topic and activities;
- give pupils learning targets for the lesson;
- convey a sense of your belief in pupils' capacity to do what is being asked of them.

Communicating your expectations at the beginning of a lesson is especially important for you as a supply teacher. Pupils need to know, from the outset, the structure in which they are working.

## 6.4 HOW DO I RECAP PREVIOUS LEARNING?

Where possible, you will seek to place the lesson in the context of previous lessons, or of pupils' learning more generally. Although difficult at times, particularly if you haven't met the class before, it is important to make the connections with previous learning clear and to give pupils a sense of systematic progress and ongoing learning. It is a useful opportunity to check the pupils' understanding of previous learning on key, relevant points. This can be done by 'brainstorming' the topic in groups or pairs.

However, if it becomes a prolonged test of pupils' existing knowledge then it can delay the movement to the main part of the lesson and impetus can be lost. It is also better not to make negative comments about what pupils don't know, can't do or haven't learned from previous lessons. You may need to take into account any uncovered weaknesses in skills, knowledge and understanding, but the emphasis should be positive and forward-looking. In recapping previous learning, the aim should be to:

- remind pupils of what they have learned previously that will help them with this next stage of learning;
- check pupils' understanding of key points relevant to this lesson;
- give learners confidence that they already know something about what you are expecting of them.

## 6.5 HOW DO I PLAN FOR TRANSITIONS?

Moves from one activity or phase of the lesson to another need to be planned carefully. There are logistical issues concerning how switches of activity are managed. In planning for transitions, you need to consider:

- what sort of task you are asking pupils to move to;
- how you are going to organise the task – individual, group, whole class;
- what considerations to make for pupil groupings;
- how you will give extra support to particular pupils.

## 6.6 HOW DO I PLAN FOR CONCLUSIONS?

Plan how the lesson should end. Aim to finish punctually by allowing some flexibility in the final activities. When planning for conclusions, consider the following.

- If there is homework to be explained, don't make it the very last item.
- Recap and summarise to encourage pupils to articulate what they have learned.
- Praise the positive aspects of their learning.
- Clarify what happens about pupils' uncompleted activities.

## 6.7 HOW DO I APPROACH EVALUATION?

Plan for evaluation. Know the key criteria of success for the lesson, especially those that relate to pupils' learning. You may not be able to evaluate their learning in this lesson until you have seen their written work or carried out some subsequent assessment task, but you should have some criteria for judging how their skills, knowledge and understanding have developed.

### Summary

An effectively managed classroom environment promotes effective learning. Such a classroom:

- stimulates and motivates pupils to want to learn more;
- is workable and practical given the available resources, including space, equipment and learning materials;
- is manageable and realistic within the teacher's current professional capabilities;
- empowers and supports pupils in taking some responsibility for their own learning;
- enables all groups of pupils to have an equal opportunity to make progress;
- supports the provision of work suitably differentiated to meet the needs of individual pupils.

## 6.8 ELEMENTS OF A WELL-MANAGED LESSON – A CHECKLIST



### Optional Task

Look at these key pointers and make notes on how you could incorporate them into your own teaching. Identify the issues and challenges there are for you in your situation as a supply teacher, and think about positive ways of overcoming them.

Element of lesson	Key pointers	Notes
<b>Preparing the environment for learning</b>	<ul style="list-style-type: none"> <li>• Adjust the furniture to the learning task.</li> <li>• Prepare resources and make them available.</li> <li>• Make pupils comfortable.</li> <li>• Communicate high expectations and orientation to work.</li> </ul>	
<b>Breaking down the learning</b>	<ul style="list-style-type: none"> <li>• Divide learning into manageable tasks for the learner.</li> <li>• Keep concentration span in mind.</li> <li>• Create clear concentration breaks and new beginnings to refocus attention.</li> </ul>	
<b>Differentiating the learning</b>	<ul style="list-style-type: none"> <li>• Plan for different levels of prior skill and knowledge.</li> <li>• Maintain consistent demands on each individual's performance – challenge for all.</li> </ul>	
<b>Contextualising the learning</b>	<ul style="list-style-type: none"> <li>• Connect the learning – explain how the overall task and the Key Skills or concepts fit in with previous learning and will, in turn, lead to further progress.</li> <li>• Give learners the 'big picture' of the session – the lesson objectives, what they will do and what they will learn by the end.</li> <li>• Ask teasing questions in the introduction to awaken curiosity.</li> </ul>	
<b>Clarifying intended learning</b>	<ul style="list-style-type: none"> <li>• Ensure any specific terminology is clear at the outset. Another adult could write these on the board.</li> <li>• Identify the main components of the tasks.</li> </ul>	
<b>Setting targets for learning</b>	<ul style="list-style-type: none"> <li>• Explain intended outcomes 'in time', eg. <i>'I would like you to complete this in 10 minutes'</i>.</li> <li>• Set challenges and encourage personal responsibility in meeting them.</li> </ul>	

Element of lesson	Key pointers	Notes
<b>Creating variety to inputs to learning</b>	<ul style="list-style-type: none"> <li>• Use a variety of teaching approaches to exploit different ways of learning and to accommodate different learning-style preferences.</li> <li>• Provide clear switches of activity to prevent boredom.</li> </ul>	
<b>Supporting the learning</b>	<ul style="list-style-type: none"> <li>• Give guidance to individuals.</li> <li>• Make sources of help available, eg. prompt sheets.</li> <li>• Ensure other adults in the classroom are well informed.</li> </ul>	
<b>Fostering understanding in learning</b>	<ul style="list-style-type: none"> <li>• Give opportunities for pupils to demonstrate understanding, not just factual recall.</li> <li>• Use higher-order questioning that requires pupils to analyse, give reasons, reach conclusions.</li> <li>• Develop thinking skills (see page 45).</li> </ul>	
<b>Giving feedback on learning</b>	<ul style="list-style-type: none"> <li>• Use a variety of assessment tasks – give pupils opportunities to present their understanding in different forms and gain credit.</li> <li>• Show pupils clearly what they have done well and how they might develop further.</li> <li>• Be specific about a few clear points for improvement.</li> <li>• Promote self-esteem and self-efficacy by emphasising the learner's own capacity and responsibility for development.</li> </ul>	
<b>Reinforcing the learning</b>	<ul style="list-style-type: none"> <li>• Recap and articulate the learning in sessions so that learners know the progress they have made.</li> <li>• Recall and review previous learning.</li> </ul>	
<b>Celebrating the learning</b>	<ul style="list-style-type: none"> <li>• Praise success and accentuate achievement.</li> <li>• Sell the learning – <i>'it's good to know...; it's useful to be capable of...; it's fun to do...; let's have a go at...'</i></li> </ul>	

## Chapter 2: Section 7: Every day is a first day for a supply teacher

### This section focuses on:

7.1 Ideas for making an impact in the first ten minutes of the lesson.

### 7.1 HOW DO I MAKE AN IMPACT IN THE FIRST TEN MINUTES OF THE LESSON?

These ideas are not age specific, but are intended as strategies you could employ.

<p><b>Outside the classroom</b></p>	<ul style="list-style-type: none"> <li>• Stand by the door and welcome pupils – be aware of your body language.</li> <li>• If pupils are lined up outside, praise the well-behaved ones on your way in to the room.</li> <li>• Check those ‘messaging about’, but use a light touch (not literally!) and humour.</li> <li>• Wait until everyone is in the room, then enter in a purposeful and assertive manner and wish the pupils ‘<i>Good morning</i>’.</li> <li>• Go in with high, but not unrealistic, expectations – especially if you’ve been told they are a ‘difficult’/low achieving class or group.</li> </ul>
<p><b>Entering the classroom</b></p>	<ul style="list-style-type: none"> <li>• Have something ready on the OHP for them to look at – a cartoon, picture, poem etc.</li> <li>• Have some music playing quietly in the background as they settle down.</li> <li>• Offer visual cues of your expectations – for example, look at your watch; walk purposefully round the room a couple of times whilst pupils are settling down.</li> <li>• Ensure bags and coats are not causing obstructions.</li> </ul>
<p><b>Latecomers</b></p>	<ul style="list-style-type: none"> <li>• If there are latecomers, help them to get settled quickly. Don’t deal with their lateness during the lesson; this will deflect the class’s attention from the task in hand. A quick word such as, ‘<i>See me at the end of the lesson, please?</i>’, will demonstrate to everyone that you intend to deal with it.</li> <li>• Ensure there is a space by the door for latecomers – they can sit and get settled more quickly if you direct them to this seat and desk as soon as they arrive.</li> </ul>
<p><b>Taking the register</b></p>	<ul style="list-style-type: none"> <li>• Do it in a different way from usual – for example, from top to bottom, or by every other name on list, or in another language.</li> <li>• Remember four names from the outset (not the names of disruptive pupils!) and use them.</li> </ul>

<p><b>Outset of the lesson</b></p>	<ul style="list-style-type: none"> <li>• Write the lesson focus on the board – talk pupils through it.</li> <li>• Explain to the pupils what they will do during the lesson and WHY they are doing it. Try to plan for all learning styles – visual, auditory and kinaesthetic where possible (see Chapter 1: Section 5 for more information).</li> <li>• Plan safe and predictable routines from the outset, so that the pupils know where you stand. Explain these routines to the pupils.</li> <li>• Establish from the outset what you see as acceptable and unacceptable – for example <i>'I do not expect you to shout out'</i> or <i>'If anyone is chewing gum, I would like it to go in the bin now, please'</i>. Make sure you are consistent during the lesson in addressing what you have outlined as unacceptable.</li> <li>• Check at the outset that the pupils have all the necessary equipment for the lesson – including homework diaries, etc.</li> </ul>
<p><b>Lesson starter ideas</b></p>	<ul style="list-style-type: none"> <li>• A quick <b>'fun' quiz</b> (oral/written/visual) to recap on what's been learned in previous lessons, or to find out what the pupils know about the subject.</li> <li>• Plan a <b>'flying start' exercise</b> – three easy questions all can answer, then two that are more challenging. Praise the pupils for putting hands up and not shouting out.</li> <li>• Ask pupils for six words they remember from the last lesson to help recap; use <b>'snowballing'</b> – one thinks of two words, then pairs recall four words, then groups of four agree a list of six.</li> <li>• Take in a <b>'mystery bag/parcel'</b> – pupils have to guess what's inside (clues can be given) to offer some sort of link into the lesson.</li> <li>• A <b>'mystery letter'</b> addressed to the teacher, class, individuals or group, which contains either 'secret' instructions for today's lesson; learning outcomes for the lesson; a request for pupils to remember something to be referred to at the end of the lesson.</li> <li>• <b>Puppets</b> – these can be used for introducing a topic and can be good for literacy work and speaking and listening, especially with Early Years.</li> <li>• A <b>'new' word</b> (or list of words) on the board or OHT – pupils have to guess how to say it, and/or identify what it means.</li> <li>• <b>'Hot-seating'</b> – teacher goes into role and can be questioned – for example, a historical character, a character from a book for the literacy hour, etc.</li> </ul>
<p><b>Resources pupils will need</b></p>	<ul style="list-style-type: none"> <li>• Put up a list of equipment the pupils need, point to it, then go through it. Then ask them to get items ready.</li> <li>• Give time for pupils to settle – but not too much. Praise those who are sitting ready and with equipment.</li> <li>• Don't wait too long for total silence – start on something as soon as they are seated.</li> <li>• Make sure you have some spare paper, pens, pencils, rulers, etc. – it saves a lot of hassle!</li> </ul>

<p><b>Group organisation</b></p>	<ul style="list-style-type: none"> <li>• Organise your groups from the outset – you can use friendship groups, skill groups, integrated gender/race/SEN groups, random groupings. Choose the number of pupils and the number of groups. Use unusual names for groups – for example, tea, sugar, milk, chocolate; fish, chips, peas.</li> <li>• No doubt pupils will tell you <i>'That isn't the way Mrs Smith does it'</i>. Your response should be <i>'I know but this is the way I like to work'</i> NOT <i>'I don't care how Mrs Smith does it, this is the way I do it!'</i></li> <li>• Give out a maximum of two instructions at a time – ask pupils to repeat them to you.</li> <li>• Allow some 'take-up' time so that pupils have time to take in what you say.</li> <li>• Give out initial tasks with limited choices of different activities (maximum of three).</li> <li>• Have worksheets already out on the tables – allow time for 'stragglers' to settle.</li> </ul>
<p><b>Gaining attention and organising transitions</b></p>	<ul style="list-style-type: none"> <li>• Use verbal cues that are easily understood – don't shout!</li> <li>• Use non-verbal instructions. If teaching the class for the first time, make these known at the beginning of the lesson – <i>'If you see me do this it means I want you all to look this way'</i>.</li> <li>• Give recognisable 'silent' cues – frown, raised eyebrows, puzzled look, shake head, finger on lips when appropriate – don't use the 'deathray stare'.</li> <li>• Start to speak in a well-modulated tone and repeat each sentence until all pupils are engaged.</li> <li>• Try not to talk too much, and don't talk over them!</li> <li>• Engage in regular eye contact with pupils, but don't stare too long (NB in some cultures children do not make eye contact with adults. It is a sign of respect to look down). See page 91 for more information.</li> <li>• Try to use multimedia to gain attention – but if you are using electrical appliances, first make sure they are in working order, or that you have back-up bulbs, etc. Don't use equipment with which you aren't familiar. If they belong to you, it is essential that electrical items are checked by the school.</li> </ul>
<p><b>Your use of space</b></p>	<ul style="list-style-type: none"> <li>• Make sure there is space for you to circulate between desks/tables.</li> <li>• Smile a lot. Close the space between you and the pupils – walk around the classroom and check how they are doing, but don't invade their space too much. Praise effort and work.</li> </ul>
<p><b>Good/bad behaviour</b></p> <p>See Chapter 3 for suggested strategies for managing behaviour.</p>	<ul style="list-style-type: none"> <li>• Use the reward system fairly and sparingly – don't give out too many in the first ten minutes.</li> <li>• Check bad behaviour positively. Enter the space of the pupil who is misbehaving and praise a pupil nearby. This will demonstrate to them that you have seen their misbehaviour and are giving them a chance to change.</li> <li>• Close down potential conflict before it starts – if a pupil is attention seeking, don't 'feed the monster' but deal with it as soon as it occurs.</li> <li>• If a pupil misbehaves at the beginning of the lesson, defer potential punishment until the end of the lesson – this gives the pupil time to behave in an acceptable way and it gives you time to rethink the sanction, especially if the behaviour improves.</li> <li>• Never use sanctions that might be welcomed by the pupil – <i>'If you carry on doing that you will stay in at break'</i>. On a cold wet November morning, this sanction could result in more children misbehaving!</li> </ul>

## Chapter 2: Section 8: Working with other adults in schools

### This section focuses on:

- 8.1 Adults other than teachers (AoTs);
- 8.2 Adults who work in schools but not in classrooms;
- 8.3 Adults who work in the classroom;
- 8.4 Adults who work in schools occasionally.

### 8.1 WHO ARE THESE AoTs AND WHAT IS THEIR PLACE IN SCHOOL?



#### Optional Task

Consider the different adults who work in school. Make a list of which they are, and what they do.

AoTs means adults other than teachers. There are now many people with different roles working in or with schools. The list that follows is by no means exhaustive.

### 8.2 WHAT ARE THE ROLES OF ADULTS WHO DO NOT WORK IN THE CLASSROOM?

#### The site supervisor

These adults often have a peripatetic role within the school. Sometimes known as the caretaker, and responsible for the security and day-to-day maintenance of the premises, including the management of any extra cleaning staff. They are normally directly responsible to the head teacher.

#### Cleaners

Work closely with the site supervisor although a separate, often private, contractor now employs them.

#### The school clerk

Often called the secretary or bursar. An important member of the school staff team who has a range of administrative duties.

#### Welfare assistants/ dinnertime supervisors

Welfare staff supervise the children during the dinner break. Class teachers have no obligation to be involved with pupils during this period. However, welfare staff have a difficult job and there should be an effective partnership between teaching staff and welfare assistants.

### 8.3 WHAT ARE THE ROLES OF ADULTS WHO WORK IN THE CLASSROOM?

[www.teachernet.gov.uk/  
Teaching Assistant](http://www.teachernet.gov.uk/TeachingAssistant)

Apart from classrooms where responsibility is shared with another teacher, there may be other adults working in your classroom. As the teacher of the class, **you** have overall responsibility for pupil learning. The role of another adult in the classroom can be open to some negotiation or quite clearly prescribed – this is particularly true for those who work with statemented pupils and those with Special Educational Needs (SEN). It is good practice to liaise with the other adults in advance to ensure lesson planning is consistent.

[www.dfes.gov.uk/a-z/  
TEACHING%5F ASSISTANTS.html](http://www.dfes.gov.uk/a-z/TEACHING%5F ASSISTANTS.html)

[www.bcs.org.uk/educat/schools/adlthelp.htm](http://www.bcs.org.uk/educat/schools/adlthelp.htm)

For more information about teaching assistants, read the SEN chapter in 'Getting Started' in this series

## Learning mentors

The British Computer Society has produced a guidance package for teachers on *Using Adult Helpers in the Classroom*. Though this support package was designed and written by the Early Years Working Group of the BCS Schools Committee, and is directed towards the use of information and communication technology, many of the principles outlined apply to other activities and age groups. It provides useful guidance for teachers and other adults in the classroom. There is particular guidance on how to help children with SEN in the mainstream classroom.

Focus on transition issues and working with parents. The learning mentor will have knowledge of pupils who have barriers to learning so it is a good idea to seek their advice.

## Qualified classroom assistants

As a primary supply teacher you may well have the help of a Nursery Nurse or qualified classroom assistant, at least for some of the time. Qualified Nursery Nurses have a thorough training in supporting children's learning. They are trained in language and number skills and in social and moral education. They can work in a variety of ways alongside teachers. Nursery Nurses are often employed to support children with SEN.

## Unqualified Teaching Assistants/Classroom Assistants/Bilingual

Most schools employ TAs but their roles vary. They may, or may not, have some formal training, so the range of tasks they can do depends on the individual and on the school's policy. The classroom teacher usually has a lot of freedom to negotiate the role of the TA within a range of tasks supporting pupils' learning.

## Special Support Assistants/ Special Attachment Welfare Assistants/Special Individual Teachers

SSAs/SAWAs/SITs are a fairly new innovation, employed to support children on Statements of SEN arising from the Special Needs Code of Practice. SITs are trained teachers allocated to statemented children.

## Special Teacher Assistants

STAs are trained to work alongside teachers in classrooms, focusing on key curriculum areas. They learn about the teaching of mathematics and English and about learning styles.

## Governors

In some schools, individual governors are assigned to different classes and make visits to familiarise themselves with classroom life and routines.

## Parents

Teachers have different levels of daily contact with parents about minor to more serious matters. Schools should have clear policies for parental involvement and may have a teacher with responsibility for partnership with parents. In many schools, parents come in to assist teachers or to attend workshops, courses, etc. You should not invite parents on an ad hoc basis – their involvement should be a part of accepted practice within agreed policies.

## 8.4 WHICH ADULTS ONLY WORK IN SCHOOLS OCCASIONALLY?

### Working with outside specialists

The range of outside specialists who visit the school might include:

Educational psychologists	Education officers
Advisors/inspectors	School Medical Officers
Learning Support Service teachers	Speech and language therapists
Peripatetic teachers	Occupational therapists
EBD Support Service teachers	Physiotherapists
Education social workers	Community Nursing Services

### Outreach teachers

These teachers usually come in to work with specified pupils who have some sort of SEN, such as a learning difficulty or a behavioural problem. You need to liaise closely to maximise the help on offer. The pupil may be 'withdrawn' from lessons, or the outreach teacher may stay in the classroom. In this case, the outreach teacher may work with the group that includes the child they are there to help.

### Peripatetic teachers

Many schools are still visited by peripatetic music teachers. You may need to liaise with such a teacher working with pupils in your class.

### Reading and language service (RLS)

This service is still provided by some LEAs and, if you have a pupil with particular reading difficulties, a teacher from the RLS may come in and give help and/or advice. There is normally some sort of 'screening' to identify the pupils needing help and such services have always been under considerable pressure. What is important is that class teachers co-operate, familiarise themselves with the work being done and plan accordingly. Teachers who perform a similar role may be from the LEA 'Inclusion' Service.

### Teachers/assistants for travellers' children

You may encounter these teachers if you ever work in a school attended by travellers' children. Often such children have missed some schooling and, consequently, need extra help. Find out what the school policy is regarding these pupils.

### Language support teachers

These teachers normally work in schools with pupils for whom English is an additional language.

### Educational psychologists

Under the SEN Code of Practice stage 3, the class teacher or Special Needs Co-ordinator (SENCO) may ask for a formal assessment of a particular child by the LEA educational psychologist. Parents may also request this service.

**School nurse/school health services**

There are many health services to support the welfare and development of pupils in schools. The health service can be a useful source of information and materials.

**Social services**

Social workers may be involved with the families of pupils in your class. As a long-term supply teacher you may have dealings with social services. If a pupil has been abused or is deemed 'at risk', you may have to talk to a social worker or, if a 'case conference' is called, you may be asked to make a contribution. All schools should have a 'designated teacher for child protection' who liaises with social services.

**Education welfare officers**

This service supports children and families who may be in difficulties – these may be identified through children's non-attendance at school.

**Other visitors**

For example, those attending school events, such as the local media. There may be a programme of visitors from charities/public services, such as the police or the fire brigade.



**Optional Task**

Adults who work in classrooms may have different titles, depending on the LEA you are working in. Check what these are with your school or area office.

## Useful reading and resources

- About, F (1998) *Pupils and Prejudice*. Oxford: Blackwell.
- Babbage, R (1999) *Approaches to Learning and Teaching: Including Pupils With Learning Difficulties*. London: David Fulton.
- Barthorpe, P (1999) *Individual Education Plans*. Scunthorpe: N. Lincs SENSS.
- Black, P J (1998) *Testing: Friend or Foe? The Theory and Practice of Assessment and Testing*. London: Falmer.
- Black, P and Wiliam, D (1998) *Inside the Black Box: Raising Standards through Classroom Assessment*. London: King's College University Press.
- Blair, M and Bourne, J (1998) *Making the Difference: Teaching and Learning Strategies in Successful Multi-Ethnic Schools*. London: DfEE.
- Bourne, R, Davitt, J and Wright, J (1995) *Differentiation: Taking IT Forward*. London: NCET.
- Cooper, P (1995) *Helping Them to Learn: Curriculum Entitlement for Pupils with EBD*. London: NASEN.
- Clarke, S (1998) *Targeting: Assessment in the Primary School*. London: Hodder and Stoughton.
- DfEE Research Report (RR59) *Making the Difference: Teaching and Learning Strategies in Successful Multi-Ethnic Schools*.
- DfEE (1999) *Supporting Pupils Learning English as an Additional Language*.
- DfEE (2000) *Removing the Barriers: Raising Achievement for Ethnic Minority Pupils*.
- DfEE/QCA (1998) *The National Literacy Strategy*. London: DfEE/QCA. Available from the Stationery Office, tel: 0870 600 5522.
- DfEE/QCA (1999) *Framework for teaching mathematics from reception to Year 6*. London: DfEE/QCA. Available from the Stationery Office, tel: 0870 600 5522.
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- DfES (2001): *Schools Building on Success: Raising Standards, Promoting Diversity, Achieving Results*. London: DfES/HMSO.
- Dickson, C and Wright, J (1996) *Differentiation: A Practical Handbook of Classroom Strategies*. Birmingham: NCET.
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- Hurst, V and Joseph, J (1998) *Supporting Early Learning*. Buckinghamshire: Open University Press.
- Kerry, T (1998) *Questioning and Explaining in Classrooms*. London: Hodder and Stoughton.
- Kerry, T (1999) *Effective Learning Objectives, Task Setting and Differentiation*. London: Hodder and Stoughton.
- Moon, R (2000, 4th edition) *A Guide to the National Curriculum*. Oxford: Oxford University Press.
- OFSTED Report – *Raising the Attainment of Minority Ethnic Pupils: School and LEA Response* (HMI 170).
- Pollard, A (1997, 3rd edition) *Reflective Teaching in the Primary School*. London: Cassell.
- QCA (1999) *Keeping Track: Effective ways of Recording Pupil Achievement to Help Raise Standards*. London: QCA.
- QCA/DfEE (2000) *Early Learning Goals*. London: QCA/DfEE.
- QCA/DfEE (2000) *Curriculum Guidance for the Foundation Stage*. London: QCA/DfEE.
- Siraj-Blatchford, I (1995) *The Early Years: Laying the Foundations for Racial Equality*. Stoke-on-Trent: Trentham.
- Smith, R (2000) *Improving Pupil Achievement through Target Setting*. Dunstable: Folens.
- Tod, J (1998) *Implementing Effective Practice*. London: David Fulton.
- Webster, A (1995) 'Differentiation' in Moss, G. (ed.) *The Basics of Special Needs: A Routledge/Special Children Survival Guide for the Classroom Teacher*. London: Routledge.
- Weeden, P, Winter, J and Broadfoot, P (2000) *The LEARN Project Phase 2: Guidance for Schools on Assessment for Learning*. Project Report. Bristol: Bristol University, CLIO Centre for Assessment Studies.
- Westwood, P (1997, 3rd edition) *Commonsense Methods for Pupils with SEN: Strategies for the Regular Classroom*. London: Routledge.

### Useful websites

Please note that the websites referred to throughout the chapter have not been reproduced here. At the time of publication, the DfES is in the process of changing the stem of some of its website addresses from *www.dfee* to *www.dfes*. Should you be unsuccessful in making a connection with the address we have provided here, try typing in the alternative stem followed by the rest of the address. You may need Adobe Acrobat Reader™ to view/download any documents available on these websites.