

### **What do you need to know first?**

1. The scheme of work and the materials supporting the course
2. Where the pupils are on the SOW
3. What the pupils have already covered in their learning (back to beginning)
4. What the pupils know and can do (and how well)
5. What NC level pupils are working at in each skill and overall
6. What the range of ability is within the class and how many pupils are at those different levels
7. How the class usually operates (seating arrangements, use of TL, ranges of activities, groupings etc..)
8. SEN & MAT

### **How do you now plan, teach and then evaluate a good MFL lesson?**

1. Determine your learning objectives for the lesson (differentiate your learning objectives as appropriate to accommodate the range of ability within your group) Always ask the question (and keep coming back to it)

#### **What will they be able to do at the end of this lesson (and sequence of lessons)?**

2. Decide on the best methods/activities to meet those learning objectives, considering the following priorities:
  - a) a range of different activities for variety of experience (refer to NC PoS)
  - b) a balance and integration of skills (but this does not necessarily mean all 4 in 50 minutes!)
  - c) a variety of groupings
  - d) optimum progression of learning within the lesson
  - e) stimulating resources (but realistic management within one lesson)
  - f) pace and timing
  - g) structure of lesson (beginning, main teaching & learning, ending, homework)
  - h) setting up activities and managing the flow of the lesson – questions of TL/L1 usage
3. Check your plan has met the criteria outlined in 2) and that the timings, activities, aims of the lesson are realistic. Avoid the temptation to over pack a lesson and allow more time than you think you will need for each activity. For your own reassurance, have an extra “end of lesson” activity, which you can use if you have more time than you need.
4. Assemble all the resources you will need and know them well (practise particularly OHT presentation techniques in advance and address issues such as font size, picture size & clarity, manageability)
5. Talk through your plan out loud (including exact wording to be used in explanations in either TL or L1).
6. Teach the lesson!
7. Try to reflect immediately on the lesson afterwards. What did you feel went well? What was more problematic? Were the learning objectives met? **How do you know that?**
8. Finally, lesson planning is part of a cycle and there is always a next step. After planning, teaching, evaluating comes planning, teaching, evaluating! Each evaluation informs the next steps with that class so now start thinking about planning the next lesson, while the evaluation is still fresh in your mind.

## Considerations for classroom management

1. How you seat the pupils
2. Rules of engagement for pupil contributions (hands up, choral response etc.) and how you communicate those 'rules' to pupils during the lesson
3. Scanning the class – try to consciously 'see' all the pupils you teach once every two minutes – you are looking for signals that they are involved in the lesson, listening and understanding!
4. If this is NOT your class/you are on interview try to make sure that you have heard from each pupil at least once – what are your strategies for pupils that don't volunteer? If this is your class have a more holistic strategy for knowing how they are doing? Rather than concentrate on hearing one answer from every child each lesson, use a seating plan to ensure you engage each child over a longer period but not each lesson. See if you can have conversations with 4-5 exchanges with one student and log these on seating plan, plus incidental TL they use.
5. What are your strategies for addressing off-task behaviour? How might the strategy differ depending on the nature of this off-task behaviour?
6. Using your voice – why and how should you vary your voice both in terms of volume and pace?

## Considerations for assessment

1. Within one lesson, how do you know if pupils are making progress? Is this related to planning? How do the following aspects apply here?
  - a. questioning
  - b. tests
  - c. pair work
  - d. pupil contributions/lack of contributions
  - e. marking
  - f. listening

Considering all of the above, which two aspects do you see as most important to target in your own professional development at the moment?