

The 5 steps for planning, teaching and assessment

The process of planning, teaching and assessment is complex, but by adopting 5 sequenced steps we can ensure it is thorough in preparation and implementation.

1. Decide the start and end points of the intended learning (lesson or sequence of lessons).

This must include the knowledge you want pupils to receive and understand, and how you want them to be able to apply it. Remember that the starting points for some pupils will be different from the rest of the class and need to be considered. Almost all pupils should be aiming for similar outcomes, or their attainment gaps will not close.

Ask yourself:

Where are the pupils starting from? What have they learned previously? How much do they already know about this? What can they already do now? What are the lowest attainers likely to struggle with? What are the end goals – what do they need to secure in knowledge and skills? How deep will the knowledge gains be for higher attainers?

2. identify the progress steps in between the start and end points of learning.

Whether you are preparing for one lesson or a whole sequence, there will be progress steps to move pupils from the start point to the outcomes. These may need to be small steps for some pupils. Some progress steps will be key and will need to be understood for further learning to build on.

Ask yourself:

What steps will pupils need to secure to secure this new learning? Which are the tricky steps that they might struggle with? Which are the essential steps they must achieve to make progress?

3. Choose your teaching strategies to achieve this progress.

Only now can you choose teaching strategies to deliver the planned progress and end points. Make sure the activities match the progress steps and learning outcomes.

Ask yourself:

How am I going to teach these steps? What adaptations might I need to make for the lower attainers / higher attainers? Which strategies will engage and motivate pupils best? How will lower attainers access the learning and secure the intended outcomes? 4. Plan for feedback to and from pupils in order to adapt teaching and assess progress. Whilst some feedback is responsive during lessons, much can be planned in advance. By preparing this you are well equipped but can still adapt as you teach.

Ask yourself: At which points will pupils need feedback about what they have achieved and how well they are doing? What feedback will I need from them, and when, for assessment?

5. Decide how the progress and achievement will be evaluated. When the earlier steps are clear, evaluation and assessment is straightforward.

Ask yourself: Towards the end of the unit, how will I assess pupils' achievement? How will I evaluate their understanding as well as their factual recall?

Why these steps in this order?

The steps will moderate each other. Taken in this order it is hard to move on unless the previous steps are clear and precise. If they feed into one another smoothly you know that planning is secure.

If you find that a later step is hard to define, it is probably because an earlier step needs more clarification, so look back as the decisions you have made.

It is not necessary to write planning to these steps – your school will decide how much planning needs to be recorded and in what format. However, these 5 steps can integrate into any planning format and ultimately become internalised in your thinking.