

Tutor Handbook Appendix H

Planning documents

In order to help you plan your session you might find the following documents useful:

- scheme of work
- session plan

SCHEME OF WORK

Your Scheme of Work should contain

- **The Content, Skills and Strategies** Stating clearly what you expect to cover and how
- **Aims, General Objectives and Learning Intentions**
- **Assessment** This will indicate how you will check that learning and understanding have taken place
- **Resources** This will indicate the use of both generic and specialist resources utilised to engage learners.
- **Extended Learning** Extended learning may be to challenge the more able learner in the session and/or homework set to consolidate learning in the session.

SESSION PLAN

A session plan is a framework for a session. If you imagine that a session is like a journey, then the session plan is the map. It shows you where you start, where you finish and the route to take to get there.

Essentially the session plan sets out what the tutor hopes to achieve over the course of the session and how s/he hopes to achieve it. New tutors may wish to produce very detailed plans – showing clearly what is happening at any particular time in the session. As tutors gain experience and confidence planning is just as important, but tutors develop the ability to plan more quickly.

You will find two suggestions for the session plan format on the following pages. If you are new to teaching you may find it useful to complete the more detailed plan. If you are a tutor with more experience you may find it more useful to complete the 5 minute session plan.

OFSTED provides clear guidance in relation to their expectations of session planning:
OFSTED does not require staff to provide individual lesson plans to inspectors. Equally, OFSTED does not require staff to provide previous lesson plans. OFSTED does not specify how planning should be set out, the length of time it should take or the amount of detail it should contain. Inspectors are interested in the EFFECTIVENESS OF PLANNING rather than the form it takes. [Para 83 FES Inspection Handbook]

Why is Planning Important?

One of the most important reasons to plan is that the tutor needs to identify the **learning intentions** for the session. Tutors need to know what it is they want their learners to be able to do at the end of the session that they could not do before. Planning is important because:

- It gives the tutor the opportunity to predict possible problems and therefore consider solutions
- It makes sure that the session is balanced and appropriate for the learners
- It gives the tutor confidence
- It is generally good practice and a sign of professionalism

What are the Principles of Planning?

Aims – A tutor needs to consider realistic goals for the session which provide the right amount of stretch and challenge (i.e. not too easy and yet not too difficult). The following checklist is helpful

- What do learners already know?
- What do learners need to know?
- What did you do with the learners in the previous session?
- How well do the group work together?
- How motivated are the learners?

Variety – An important way of getting and keeping the learners engaged and interested.

Flexibility – Expect the unexpected! Things don't always go to plan in most sessions. Experienced tutors have the ability to cope when things go wrong. It is useful when planning to build in some extra and alternative tasks and exercises. Also tutors need to be aware of what is happening in the room. Learners may raise an interesting point and discussions could provide unexpected opportunities for new learning. In these cases it can be appropriate to branch away from the plan.

Go with the Flow - Effective session planning is the basis for effective learning. A plan is a guide for the tutor as to where to go and how to get there. However, don't let the plan dominate, be flexible in your planning so that when the opportunities arise you can go with the flow.

KIRKLEES ADULT AND COMMUNITY LEARNING SCHEME OF WORK 2018-2019

INSERT COURSE TITLE HERE:

NAME OF TUTOR:

Overleaf you will find a weekly summary of your sessions as a guide to future study and to encourage forward planning and preparation for your sessions and assessments. The following represents a summary of the overall course.

LEARNING INTENTIONS/ OBJECTIVES

The major aim(s) of the course are as follows:

- To provide.....
- To develop
- To understand.....

Insert list of major aims.

i.e. broad, overview
statements like examples

INDIVIDUAL LEARNING GOALS

By the end of the course you will be able to:

- Operate....
- Demonstrate...
- Display knowledge of....

Insert list of precise
outcome goals. Start
each with a verb like
examples.

MAJOR ASSESSMENT STRATEGIES

Your progress and overall achievement will be assessed and examined as follows:

- Questions and answer sessions
- Multiple choice quiz

Identify the principal
assessment for learning
and summative
assessment strategies

SESSION	SESSION TOPIC	SESSION STRATEGY Indicate content and skills to be covered and methods of teaching and learning to be employed	ASSESSMENT METHODS/ LEARNING OUTCOMES Indicate assessment methods and expected learning outcomes to be achieved during the session.	RESOURCES/ EXTENDED LEARNING Indicate the resources to support learning and any extended learning direction.

KIRKLEES ADULT AND COMMUNITY LEARNING

SESSION PROFILE

DATE

COURSE

TOPIC

SESSION PLANNING

This session is part of the following Scheme of Work

Week No.

The specified session topic/activity is:

LEARNING INTENTIONS

The intentions of the session are:

SPECIFIC OBJECTIVES / LEARNING OUTCOMES

By the end of the session **all** learners will be able to:

By the end of the lesson **most** learners will be able to:

By the end of the lesson **some** learners will be able to:

Some learners may be demotivated by not being able to achieve higher level outcomes. Share what all learners are expected to do with them, whilst using the remainder for your own planning purposes.

ASSESSMENT METHODS

The achievement of the above Aim(s) and Specific Objectives will be assessed by:

TIME	TUTOR ACTIVITY	LEARNER ACTIVITY	FUNCTIONAL SKILLS	SMSC	RESOURCES	DIFFERENTIATION/ EMBEDDING EQUALITY AND DIVERSITY
BUILDING LEARNING OUTSIDE THE SESSION. (Further work to be completed outside the session):			SELF ASSESSMENT (How the session went include comments on timings):			
ROLE OF VOLUNTEER/S AND/OR SUPPORT WORKER/S						

SESSION PLAN

1. The Big Picture

How does this session fit into the BIG picture?
What is the challenge for this session?

2. Objectives

What will the students be able to do by the end?

3. Engagement

How will you "ENGAGE" and "CAPTURE" all learners?

4. Stickability

What will stick in the learners' minds as they leave?

5. Assessment for Learning

How are you going to assess learning, what methods are you going to employ?

6. Differentiation

How will you STRETCH, CHALLENGE and PROGRESS all learners?

7. "The big 5"

How will you embed these into your session?
Include "KEYWORDS"

- Maths/Numeracy
- English/Literacy
- SMSC
- British Values
- Equality & Diversity

8. Learning Episodes

What are the stages of the lesson, are you delivering "CHUNKED LEARNING" every 15-20 minutes?

■ Teacher Led ■ Learner Led

■ Teacher Led ■ Learner Led

■ Teacher Led ■ Learner Led

■ Teacher Led ■ Learner Led

SESSION INFORMATION

Course _____

Date/Time _____

Learning Support

Leamer support - Does anyone require support?