

Six Key Tips on using Lesson Progress Maps

I really want to help colleagues use the Lesson Progress Maps to make a positive difference to their teaching. The thinking behind the LPMs is explained on the article I wrote for my blog, "This much I know...about lesson planning."

The key behind the LPMs is knowing who is in front of you and planning for those students accordingly. Now, that is why lesson plans written in a scheme of work are not enough on their own – *9x3 last year is not populated with the same students as 9x3 this year*. And that is why we have the new class lists which identify key information about students that will help you plan lessons to meet the learning needs of as many of them as possible.

With all this in mind, here are six key tips on using Lesson Progress Maps which I hope will clarify how to use them and ensure they enhance your lesson planning:

1. **There is no need whatsoever to write the names of all the SEND students in the class down on each LPM;** you have that information on the class list. What you might write down is the name of a student who said nothing last lesson and you want to find out why, or the students who missed last lesson and need to catch up.
2. **The checklists are there to support your thinking.** That thinking will be done as you are planning activities in the light of who is in front of you. They're just a note to self.
3. **The main planning box on the LPM is a brief note to self about what you might do in that lesson.** If you have prepared a sequence of Powerpoint slides to illustrate a point, then just write "PPT" on your LPM – you know what the thinking is in your head about how you deliver that, and much of that will depend upon who is in front of you.
4. **Because you know who is in the room, you might note who you want to question, and exactly how you might phrase that opening question (s).** How the questioning then develops will rely upon your questioning skills.
5. **If you have a lesson plan in a scheme of work which details the activities you might use in that lesson, don't be writing those activities out in the main planning box on the LPM!** Just put – "see attached". The main planning box on the LPM is where you will note the adaptations to that pre-written plan in order to cater for the learning needs of those students in front of you.
6. **LPMs should require you to write no more than you used to write before we introduced LPMs.** What they should do is get you to think harder about who's in front of you and help you meet the learning needs of as many students as possible. For instance, if you're doing group work, how you plan the composition of the groups will be a crucial thing to note down on your LPM.

In a response to my blog on lesson planning, someone replied: *At last someone else who shares my lesson planning technique. List of places to go, how we get there depends on the class*. This summed up to me the whole point behind LPMs. It's hard to plan more than a few days in advance because you never know exactly where you are going to get to in any particular lesson.

I hope this clarifies how the LPMs are intended to be used. Overleaf is a copy of one I wrote for a lesson this week which I hope exemplifies much of what I have said here.

Please let me have any feedback about the use of LPMs and we will review their use at the end of the year.

Sincerely

John

HUNTINGTON SCHOOL: LESSON PROGRESS MAP

Class: Y12 Date: 4-10-12 Period: 1

What happened last lesson?
Read poems + valued them. Set homework.

Groups/Individuals to consider especially, including SEND, in this particular lesson
International students + translated poetry.

Thinking Checklist

Challenge & Progress: Have I...
 ensured I am challenging students of *all* abilities from SEND to G&T?
 planned to check students' progress regularly during the lesson?
 planned for appropriate levels of questioning and planned my targeting of questions? (cf. Bloom's Taxonomy)

Classroom Support, including SEND: Have I...
 planned how I would like my colleague(s) to support which students?
 identified how I am going to explain my plans to them at the beginning of the lesson?
 an idea of what impact I want them to have on students' learning?

Communication: Have I...
 planned who will read any texts in this lesson and whether this will be reading out loud?
 ensured that returned work is marked for literacy and made time for students to improve sentence punctuation?
 built in opportunities to learn and reinforce key words/specialist vocabulary?

Numeracy: Have I...
 identified any specific numeracy aspects of the lesson?
 identified students who might need support with numeracy?
 planned appropriate numeracy support (accessing guidance from the Lead Teacher Numeracy if necessary)?

Bell Work
Read your homework poem to a partner.

PROGRESS MAP

What do you want your students to learn in this lesson?
 : An understanding of the difficulty of defining "quality" in works of art.

Outline of the *activities & questions* which will challenge students of different abilities to make *at least good progress* in this lesson.

Presentation on 5 definitions by Anna et al. Gabby?
In 4s/3s slave poems and what you value in them from them. Ensure int student in each group.
"~~Can~~ Define precisely the criteria you use to value poetry." (Having read the essays and discussed your poems).
Group list agreed?

Activity to ensure that you and the students both know *they* have made progress
Quality of defined list. Question if necessary.

Homework
Read TOK doc. Bring a painting.