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| **Class: 8.3D** | **Number of students**  **30** | | | | **Current working level:**   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **5a** | **6c** | **6b** | **6a** | **7c** | **Grand Total** | |  | **5** | **22** | **3** |  |  | | |
| **Ability: Set 3 (High)** | **M: 16** | | **F: 14** | |
| **SEN / G&T / LAC Pupils & Provision:**  **1 x EAL**  **5 x G&T**  **1 x LSR** | | | | | **End of Year Targets**   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **6c** | **6b** | **6a** | **7c** |  | **Grand Total** | | **1** | **20** | **9** |  |  |  | | |
| Context | * *Prior learning that will inform the learning that is planned.* * Third lesson using ICT Mysteries equipment; continuation of the creation of an extended written response to the question “Who is the most powerful character in ‘A Midsummer Night’s Dream’?” | | | | | |
| Content | * *What they are going to learn (this could be statements from the specification / SOW)* * Having explored the text in detail last lesson, they will use their findings to organise their conclusions into a structured response; one that makes points that are clearly defined and linked and the links explained. We’re looking to create a text that meets the requirements of a level 6a/7c in AF 3 and 4 of the writing skills framework. | | | | | |
| Where are they now? | * *Who can do what (for example 3 main groups based on assessment of previous lesson/homework) and how this relates to learning in this lesson.*   The class are currently achieving levels 6c-6a for writing, but even the highest achievers need to consolidate their position. | | | | | |
| How do you know? | * *Brief summary of evidence for above.* * Mark book; exercise books | | | | | |
| Where are you trying to get them to? | * *Learning objectives.* * Confident use of connectives; AF3 (Organise whole texts effectively) AF4 (Construct paragraphs and link paragraphs effectively) | | | | | |
| How will you know they’ve arrived? | * *Overall Assessment.* * Ultimately by marking the finished essay, but the software monitors students progress, and is designed to prevent them from moving onto the next stage until all previous tasks are completed. Monitoring discussion/output during the lesson, peer assessment. | | | | | |
| **Lesson Phase** | | | | **Assessment** | | **Differentiation** |
| **Setting the Scene/ Big Picture**  Remind students of the on-going task. Look at the assessment criteria and clarify the requirements of a level 6a/7c. Also review the list of connectives in their planners, and point out that various connectives have different purposes, e.g. similarity, difference etc.  Feedback from homework task; who do the students think are the three most powerful characters in MSD? Vote and  record findings on the board. | | | |  | | **By outcome (class has been placed in random groups for this task, but are all of a similar ability)** |
| **Input: Introducing and interacting with the new material**  Use findings from previous lesson to create at least 4 paragraphs that will convey their response. The ‘thinking hats’ strategy built into the programme will help them to reflect further on the purpose/content of their paragraphs. They are also able to ‘revisit’ the reading stage of the process if they feel they need more evidence.  Spotlight answers from various groups to feedback to the class the titles and purposes of their paragraphs. Review and then move on when task completed. | | | | **Software monitors their progress to ensure coverage; peer assessment in discussion; self assessment.** | | **By outcome** |
| **Making Sense: Demonstrating understanding**  Progress to the next stage – connecting paragraphs. Using the software and (if necessary) the list of connectives in their planners, groups should discuss and create **links**. | | | | **Software monitors their progress to ensure coverage; peer assessment in discussion; self assessment.** | |  |
| **Making Sense: Application of understanding**  Third stage of the writing programme; use the evidence to support the statements made so far, and transfer these into the essay plan. Add any further comments/evidence that may have emerged. | | | | **Software monitors their progress to ensure coverage; peer assessment in discussion; self assessment.** | | **By outcome, with ‘option’ of an extension task for the groups who have considered further points or recovered their own evidence from the text.** |
| **Review and next steps**  Feedback findings to the rest of the class; discuss and evaluate their different conclusions, based on the use of evidence in each case (interpretation – Bonus AF 3 from the reading assessment grid!)  **NB: at this stage, should we print out essay plans and return the class to Room E3 for the last part of the lesson?** | | | | **Self assessment; peer assessment** | | **By outcome** |
| **Making Sense: Demonstrating understanding**  Using the AF grids and the list of connectives in their planners, students should annotate their plan with suggestions for key connectives/paragraph starters that will successfully link the points in the essay, and structure the text, using paragraphs etc. to the level of a 6a or higher. | | | | **Self assessment; peer assessment** | | **By outcome** |
| **Making sense: Application of understanding**  Each group to swap their essay plans with another member of a different group, so that they can comment/peer assess each other’s findings. Students should comment on a) the quality of the analysis and argument in the essay itself and b) the structure and cohesion of the text. | | | | **Peer assessment** | | **By outcome** |
| **Review and next steps**  Reflect on their peer assessment, and update/adjust their essay plan where necessary.  Refer to initial findings from the start of the lesson; has the class changed or retained its opinion as to the three most powerful characters in MSD?  Begin to write their answer to the key question for formal assessment | | | | **Self assessment**  **Teacher assessment** | | **By outcome** |
| **Homework:**  Complete essay, and do final self assessment based on AF 3 and AF 4 before handing it in. | | | | | | |
| **Co-operative Learning**  **Group work; collaboration using software** | | **Thinking Tools**  Mysteries | | **Habits of Mind**  **Persistence; i.e. all statements must be read and considered** | | **Communicating with Others**  **Group work** |
| **Include**   * A copy of the class assessment record [photocopy of mark book] or a print out of progress review data, in colour! * A seating for learning plan. * IEP for individual pupils where appropriate * Highlight pupils that are members of particular groups, such as: FSM; G&T;SEN; LAC. | | | | | | |