QTS standards guidance

Q22

Plan for progression across the age and ability range for which they are trained, designing effective learning sequences within lessons and across series of lessons and demonstrating secure subject/curriculum knowledge.

Rationale

Teachers use their knowledge of the relevant curriculum and the information they hold about learners' prior achievement in order to plan for progression. They support learners to develop their numeracy, literacy and information and communications technology (ICT) skills as an integral part of learning across the whole curriculum. Well planned homework and out-of-class work helps learners to make progress by building on and extending their learning. Homework contributes to and emphasises the expectation placed on parents and carers to support and encourage children and young people to learn and make progress.

Scope

This standard requires trainees to demonstrate that they can design sequences of related learning activities with detailed objectives, understood and informed by colleagues and learners, and suitable for learners across the ability range in the age ranges they are training to teach. Trainees' planning will demonstrate a secure understanding of the subject and/or curriculum focus in question, related to any relevant indicators of progress.

Questions

- Does the trainee's planning for individual and sequences of lessons take account of the National Curriculum programme of study and/or course specification requirements?
- Does the trainee's planning take account of the age and ability range of the learners?
- Does planning demonstrate secure knowledge of the subject or curriculum focus?
- Does the trainee use accurate assessments of learners' progress to inform planning?
- Does planning build on learners' prior experience?
- Does the trainee plan effectively with colleagues?
- Does planning demonstrate a personalised learning approach?

Cross references

Evidence for this standard may be linked to evidence for assessment against the following standards:

- Q3(b) - Frameworks
- Q4 - Communicating and working with others
- Q5 - Communicating and working with others
- Q6 - Communicating and working with others
- Q10 - Teaching and learning
- Q11 - Assessment and monitoring
- Q12 - Assessment and monitoring
- Q13 - Assessment and monitoring
- Q14 - Subjects and curriculum
- Q15 - Subjects and curriculum
- Q21(b) - Health and well-being
- Q24 - Planning
- Q25(a) - Teaching
- Q25(b) - Teaching
- Q25(c) - Teaching
- Q25(d) - Teaching

- Q29 - Reviewing teaching and learning

Sources of evidence

Assessors will be able to draw on evidence from trainees' lesson planning to help judge the effectiveness of their design of a series of related lessons and of learning sequences within those lessons. Cross-referencing lesson plans with the trainee's own lesson evaluations, with lesson observation notes, and with records of discussions with tutors or mentors may provide indicators of developing skills in planning for progression. Lesson plans, schemes of work, records of assessments and evaluations, and teaching resources might all provide examples of trainees' ability to design opportunities for learners to develop the key skills of literacy, numeracy and information and communications technology (ICT), and to extend and consolidate learning through homework or other out-of-class work.

Resources

Teacher Training Resource Bank

The Teacher Training Resource Bank provides teacher trainers and trainees with up-to-date knowledge about effective teacher training, and reflects educational debates.

View the TTRB's range of resources specifically related to Q22-24 'Planning'.

Other resources

The National Curriculum website contains the programmes of study, non-statutory guidelines and attainment targets for each subject in the National Curriculum. It also includes information, links and materials related to general teaching requirements that apply across subjects. These include the inclusion statement, the use of language, information and communications technology (ICT) in the curriculum and health and safety. The site is at: http://curriculum.qca.org.uk

The QCDA website, which offers information about the development of key skills as well as the use of language and ICT across the 3-16 curriculum, is at:

www.qca.org.uk

The TeacherNet site provides resources for lesson planning including useful information about the teaching of the key skills of literacy, numeracy and ICT. It also includes the Independent Review of the Teaching of Early Reading (the Rose Report). The site is at:

www.teachernet.gov.uk

The DCSF Standards Site provides access to a variety of resources about planning for progression. The site is at:

www.standards.dcsf.gov.uk

The Becta website contains relevant information at:

www.becta.org.uk

The ParentsCentre website includes information on how parents and carers can support learners in their homework and other out-of-class learning at:

www.parentscentre.gov.uk

Resources on homework can be accessed using the search facility on the following sites:

www.becta.org.uk

www.bbc.co.uk/schools

Case studies

A case study charting the experiences of trainees on initial teacher training programmes, including the ways in which the provider tailored provision to support trainees in developing creative lesson planning skills, is available to download here:
Planning for creativity in the curriculum of initial teacher education programmes (PDF 37 KB)

A case study charting the experiences of English specialist trainees on a primary undergraduate programme, including the ways in which the provider tailored provision to help trainees explore how literacy experiences can be developed by using multimodal texts, is available to download here: School based professional work: teaching and learning (PDF 28 KB)

A case study charting the experiences of trainees on a primary PGCE programme in science, including the ways in which the provider tailored provision with a problem based learning approach to give trainees the skills they need to plan effective science lessons, is available to download here: A problem based learning approach to developing lesson planning skills in primary science (PDF 45 KB)

A case study charting the experiences of a trainee on a secondary PGCE programme in ICT, including the ways in which the provider tailored provision to enhance the trainee's experience of e-learning, is available to download here: E-learning (PDF 55 KB)