



PSA CO-PLANNING GUIDANCE FOR SUBJECT LEADERS AND TEACHERS POLICY

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PSA Co-planning Guidance for Subject Leaders and Teachers

“The co-planning of lessons is the task that has one of the highest likelihoods of making a marked positive difference on student learning.”

John Hattie, ‘Visible Learning for Teachers’, 2012

A. Co-planning in subject departments when done well brings the following benefits:

1. Encourages sharing of subject expertise with others.
2. Encourages sharing of pedagogy – based on the PSA Teacher Toolkit and Toolkit Flowchart.
3. Encourages colleagues to share with other staff creative ways in which students can be taught to reach the same end points.
4. Reduces workload – as each teacher is not left to plan their lessons on their own.
5. Builds shared subject resources (these are of a high quality as they have been vetted through the eyes of other teachers).
6. Develops a shared understanding of the curriculum and its assessment.
7. Ensures equality of opportunity for students – students not dependent on the individual wishes/whims of teachers.
8. Ensures equality - lower ability students do not feel they are not covering the same curriculum as others.
9. Allows opportunities for subject teachers to together evaluate the lessons and schemes of work and work truly collaboratively.

B. Co-planning in subject departments

1. At PSA, we use co-planning sessions weekly in subject meetings.
2. To ensure co-planning sessions are effective, we ensure there is a robust curriculum in place with a clear intent, that sequences concepts appropriately through lesson plans and is linked to quality resources.
3. The focus of co-planning is on a member of staff teaching and modelling lessons to other teachers.
4. Staff meet in their subject departments and model to others the lessons for the following week.
5. A member of staff takes responsibility to share their lessons for a particular year group for the following week.
6. The lessons focus on the essential subject content that must be delivered and the best pedagogy to use to deliver it.
7. Teachers at the end of the co-planning session should be confident to teach their lessons for the following week with the required subject knowledge and with effective pedagogical skills.
8. Teachers use these lesson resources (PowerPoints, worksheets, models etc.) and make adaptations for their own class. This should be a simple task and not onerous.

PSA Co-planning Model

The Co-planning lessons session model:

The session should last no more than 20 mins per Year Group

- Take one Year Group at a time. Only staff teaching that Year Group need to be present.
- Start with the first lesson of the week and work through others (will depend on how many lessons that year group has that week).
- Repeat steps 1-7 (below) for the other lessons that are being taught to the Year Group.
- Work through all Year Groups 7-11.

For each lesson:

1. **Share the key learning objectives for the lesson.**
Teacher goes through the core knowledge that needs to be delivered.
2. **What subject specific terms must the students understand?**
Teacher explains and uses these terms accurately to colleagues.
3. **How will this core knowledge be delivered?**
Teacher models how this core knowledge will be delivered to the pupils and shares possible/common methods to use to deliver this core knowledge.
4. **How will the teacher check for understanding?**
Teacher models the best way to check for understanding (MWBs, Multiple choice questions, what questions should be asked etc.)?
5. **How will the teacher address possible misconceptions?**
Teacher shares the possible misconceptions and ways to correct them.
6. **How will students practice this core knowledge?**
Teacher models the independent tasks/ learning activities students are expected to complete to practice this core knowledge and embed it.
7. **How will students consolidate this learning?**
Teacher provides an example of what do so or set.
Homework or extension is set.