



**Every NASUWT member
is protected by our Action on
lesson planning.**

Handing in lesson plans?

*Completing daily or weekly lesson
plans on a routine basis?*

*Told to use a standard format for
your lesson planning?*

Yes?

take action!

NASUWT Action Instruction – Lesson Plans

Members are instructed not to submit lesson plans to members of the senior management team or anyone acting on behalf of the senior management team.

Implementation guidance

LESSON PLANS

Lesson planning is an essential contributor to effective teaching and learning and is therefore a key element of professional practice.

Planning is most properly regarded as a means to an end (i.e. effective teaching and learning) and not as an end in itself.

Teachers are accountable for supporting pupils' progress and achievement through their use of suitable approaches to teaching and learning, not for the particular manner in which learning activities and experiences are planned. Consequently, the principal purpose of lesson plans is to support the professional practice of teachers rather than to serve as a means by which they can be held to account for their work.

The NASUWT instruction on planning is designed to address the wholly unnecessary practice established in some schools in which teachers are

members of the senior management team or colleagues acting on behalf of the senior management team.

The NASUWT instruction is supported by the findings of the DfE Independent Teacher Workload Review Group on eliminating unnecessary workload around planning and teaching resources.

The Group's findings were published in March 2016 and were endorsed in full by the Secretary of State. A copy of the Group's Report can be accessed at www.nasuwt.org.uk/industrialaction.

The Group was clear that there is a key distinction between planned lessons and lesson plans:

'Too often, 'planning' refers to the production of daily written lesson plans which function as proxy evidence for an accountability 'paper trail' rather than the process of effective planning for pupil progress and attainment.'

The Group noted that:

'...the fundamental purpose of planning is to support effective teaching in the classroom, not to satisfy external audiences. Plans cannot show what actually happened in the classroom, not the outcomes or progress made.'

The Group therefore concluded that:

'...detailed daily or weekly plans should not be a routine expectation.'

Members should make reference to the findings in seeking to secure compliance with Instruction 12.

Lesson Plans and Ofsted

that it is a requirement of Ofsted. This is emphatically not the case.

The current Ofsted Inspection Handbook requires only that inspectors assess the degree to which 'leaders and managers ensure that the curriculum is effectively planned and taught' (p.43).

As the performance of teachers with regard to teaching and learning is central to evaluation of the effectiveness of their professional practice, it therefore follows that any considerations in relation to teachers' planning of teaching and learning should be reviewed in the context of arrangements for performance management/appraisal.

The current Ofsted Inspection Handbook further confirms that appraisal processes are the principal means by which the effectiveness of teaching should be evaluated by senior leaders (p.45).

Her Majesty's Chief Inspector, Sir Michael Wilshaw, has emphasised publicly Ofsted's view that its key interest is in assessing the extent to which lessons are planned effectively rather than on the format and content of lesson plans (TES, 30 March 2012). The practice of submission of lesson plans to senior leaders or managers on the basis that plans need to be checked in anticipation of a future inspection to ensure that they meet Ofsted's expectations with regard to their layout and composition is therefore entirely unjustified.

In March 2015, Ofsted published an updated version of its document, Ofsted inspections – clarification for schools. This document can be viewed at www.naswt.org.uk/inspection. The document states: 'Ofsted does not require schools to provide individual lesson plans to inspectors. Equally, Ofsted does not require schools to provide previous lesson plans.' The document also makes clear that: 'Ofsted does not specify how planning should be set out, the

are interested in the effectiveness of planning rather than the form it takes.’
These expectations are also made clear in the Ofsted school inspection handbook (p.16).

This information from Ofsted confirms that implementation of this instruction will not have adverse consequences for the outcomes of school inspection. Members should therefore be confident that their refusal to comply with instructions of this nature as a result of lawful industrial action is in no way inconsistent with their commitment to maintaining the highest possible standards of practice and conduct and to ensuring that meeting the learning needs of pupils continues to represent their key professional priority.

Members should therefore make their own professional judgement regarding the nature of their planning of lessons.



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The Teachers' Union

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