

INSET planning checklist

Blank planning checklist

Use this checklist to prepare a coherent day. It is a planning prompt, not a quality score or staff appraisal.

Phase or department and planning date

Planning area	Question to resolve	Decision or next action
Need	What classroom issue and baseline evidence justify the focus?	
One practice	What precise move will staff practise?	
Sources	Which source passage supports the approach and its limits?	
Model	Who will demonstrate the move and explain their decisions?	
Rehearsal	Where will staff practise, receive feedback and try again?	
Adaptation	How will phase, subject and access needs shape the examples?	
Time and resources	Do activities and breaks fit the day? Are materials ready?	
Peer support	Who can help after the session, and when?	
Trial and evidence	What will be tried, and what anonymous evidence is useful?	
Review	Who owns the review and how will the plan change?	

Outstanding action, owner and date

INSET planning checklist

Worked example

Use this checklist to prepare a coherent day. It is a planning prompt, not a quality score or staff appraisal.

Phase or department and planning date

Primary and secondary planning example

Planning area	Question to resolve	Decision or next action
Need	What classroom issue and baseline evidence justify the focus?	Use a teacher-created response example to identify whether a diagnostic question reveals reasoning.
One practice	What precise move will staff practise?	Use the shared diagnostic-question routine in one chosen lesson.
Sources	Which source passage supports the approach and its limits?	Read the EEF professional development guidance and record relevant passages; avoid claiming an impact guarantee.
Model	Who will demonstrate the move and explain their decisions?	CPD lead models the routine, including a decision to explain again.
Rehearsal	Where will staff practise, receive feedback and try again?	Use both practice slots in triads: teacher, response partner and observer. Give descriptive feedback and retry.
Adaptation	How will phase, subject and access needs shape the examples?	Primary: equal-sized fraction wholes. Secondary: departments choose a concept and subject vocabulary. Offer printed prompts and a quiet option.
Time and resources	Do activities and breaks fit the day? Are materials ready?	09:00–15:00 totals 360 minutes, including 75 minutes of breaks. Check room, materials and accessibility.
Peer support	Who can help after the session, and when?	Colleagues agree a short check-in and a way to request support.
Trial and evidence	What will be tried, and what anonymous evidence is useful?	Primary: Year 4 fractions question. Secondary: subject question, such as mass versus weight. Record the teaching response, without names.
Review	Who owns the review and how will the plan change?	CPD lead agrees illustrative two- and six-week check-ins with phase/department owners; retain, adapt or revisit the focus.

Outstanding action, owner and date

Confirm the source passages and access needs with facilitators before sharing the agenda.