

Evaluating Learning Intentions

- + indicates a strong learning intention
- = indicates an acceptable learning intention
- indicates a weak learning intention

| We are learning to: | Important | Clear | Student-friendly |
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| write a story | | | |
| recognise multiples of 3, 6, and 9 | | | |
| design and write up an experiment with a clear hypothesis, method, data and conclusion | | | |
| list three positive and three negative effects that humans had on the environment in the 20 th century | | | |
| create a character using descriptive phrases and sentences | | | |
| complete all 10 questions on pages 23 to 25 | | | |
| apply the terms 'metamorphic', 'sedimentary' and 'igneous' to rocks | | | |
| write a good letter | | | |
| be able to sing as part of a group | | | |
| know the atomic numbers of the first 50 elements in the periodic table | | | |
| read the second act of Romeo and Juliet | | | |

What makes a Good Learning Intention?

Learning intentions should be **important, clear and student friendly**

Important

An important learning intention:

- focuses on a concept that is important for students to know.
- applies to several contexts. When a learning intention is context-free it illustrates to students that there are many reasons for learning the concept.

Clear

A clear learning intention:

- focuses on what students will **learn**, not what students will **do**. The teacher needs to identify what students should understand, know, or be able to do by the end of the lesson.
- should be SMART – Small, Measurable, Achievable, Realistic and Time-limited.
- reflects the learning you expect students to achieve in one lesson.

Student-friendly

A student-friendly learning intention:

- is written in language that students will understand.
- uses words that centre on student learning. For example a learning intention could begin with “We Are Learning To” (WALT) or “We are learning to be able to”.
- is not the same as a National Curriculum attainment target.



SUMMARY OF KEYPOINTS FROM PARTICIPANTS IN YEAR 1 SUPPORT SESSION 2 (2009-10)

SOME TECHNIQUES FOR FINDING OUT WHAT STUDENTS ARE LEARNING (TLC 3)

| NAME OF TECHNIQUE | POSITIVE ASPECTS | CHALLENGES | APPROPRIATE STAGE | ADAPTATIONS |
|---|--|--|-------------------|--|
| <p>1.No Hands Up – except to ask a question</p> <p><i>Only let students raise their hands if they have a question to ask. Do not let students call out. Use a random method of choosing which student answers a question, e.g. each student's name is on a stick, a small card or on a randomising program on the whiteboard.</i></p> | <p>Encourages participation of all. Expectation that all pupils will be focussed and prepared to reply. Prevents shouting out. Equal chance for all children to be involved in discussion. Identifies pupils who are listening. Encourages self discipline</p> | <p>May make some pupils more anxious to begin with. Takes time to get used to – requires patience and persistence. Teacher must have strategies for dealing with pupils who don't know the answer. Have to build up an ethos of trust so that pupils are happy to put forward ideas / opinions etc. Dealing with pupils who continue to put up their hands. Initially may slow down the pace of lessons. Slip into old habits.</p> | Any stage. | <p>Use randomiser eg computer, numbers, lollipop sticks, fruit machine. Think pair share cards. Tailor questions so that all pupils can succeed.</p> |
| <p>2. ABCD Cards</p> <p><i>Give each student a set of lettered cards (you might want to include Y and N or T and F)</i></p> | <p>Can be fun. Quick way to check understanding. Promotes class discussions – persuading others.</p> | <p>Pupils can look at peers' answers and copy. Pupils may use cards inappropriately eg drawings, comments.</p> | All stages. | <p>Colour code for younger children. Use pictures in early years. Lettered corners. Lettered hoops. Lettered mats.</p> |

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| <p>and pose multiple choice questions of the whole class. This is most useful when there is more than one correct answer, or when the answers depend on the assumptions the students make – this can lead to good discussions.</p> | <p>Everyone answers at same time. Can quickly see right and wrong answers. Ideal for quick spontaneous assessment of learning at any point of the lesson. Plan next lesson based on responses. Useful for revision. Incorrect answers can inform / create discussion.</p> | <p>Teacher has to ensure that the answers are correct for the right reason. Time to compile a range of questions. Time for discussion to be purposeful. Cards easily lost / destroyed.</p> | | |
| <p>3. Show Me Boards White boards Each student has a white board and is asked to write the short answer to a question posed by the teacher. Students hold their white boards up to show their answers to the teacher, who can then gauge how well students understand the concept, and whether to continue to teach the concept, or if some students should be moved to sit next to someone who understands.</p> | <p>Enjoyable and motivating. Can change answers. No permanent mistakes / errors. Less pressure. Everyone involved. Can work independently or co-operatively. Immediate feedback identifying level of understanding. Can plan next steps as a result. Maintain students' interest and concentration. No marking. Can be photocopied if required.</p> | <p>When used for assessment it's important that all students show boards at same time. Care needs to be taken to ensure that questions are appropriate. Pupils can copy peers quite easily. Issues of cost, storage, pens running out etc. Pupils may lose interest and draw pictures, write notes to friends etc. Can take time to organise. More difficult in a class of 30.</p> | <p>All stages – all curricular areas.</p> | <p>Expect short/closed answers. Use alongside, "think, pair share" Use for peer /self assessment. Put lines on boards for neater work. – language, writing. Use laminated paper. Mini page in planners. Pictures. Paper and pen. When used by a group the questions should be sufficiently challenging.</p> |
| <p>4. Phone a Friend Sometimes when students are chosen randomly to answer a question they really do not know the answer, and may feel awkward and embarrassed, and it may be useful to allow</p> | <p>Enjoyable. Provides a safety net. Games type situation that is inclusive. Pupils don't feel on spot/or awkward if they can't answer. Less anxious. Feel comfortable.</p> | <p>Children may abuse the technique. Same children will always pass. Risk that the same child will be phoned all the time. Encourages pupils to pass. Puts others on the spot.</p> | <p>All stages.</p> | <p>Open up to group discussions. Limit the number of times a pupil can phone a friend. Could perhaps return to pupil having given them time to think. Phone a friend and check your answer. Phone a different child – child can</p> |

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| <p>them to 'phone-a-friend', another student in the class who may be able to help them answer the question.</p> | <p>Can get pupils out of tricky situation. Promotes risk taking. Co-operative working and team building. Takes pressure off and provides support.</p> | <p>Easy to opt out. Could be disruptive in certain types of lessons. Problem choosing who to ask. Immediate pressure on peers.</p> | | <p>only be picked once in a lesson / once a week etc. Phone several friends. Ask the audience – whole group / class. Teacher could be the friend and 'give a clue'. Phone an expert.</p> |
| <p>5. Post-it Notes on a Continuum <i>Each student has a post-it note with their name clearly written on it. The teacher draws a horizontal line on the board with, say, opposing statements at each end and asks students to think about where they would stick their post-it on the line to reflect their own view (eg caused entirely by humans versus an entirely natural phenomenon - where would you put Global Warming). Several students are then randomly asked to come to the board and place their post-it notes, explaining why they have placed it in that position. This can also work with a line from zero to one and probabilities of events occurring. The post-its can be used many times over and kept in a corner on the board between lessons. Using 4 colours of notes helps divide</i></p> | <p>Provokes discussion. Generates conversation and debate. Encourages pupils to justify opinions. Sharing of views. No right or wrong answer. Particularly good with older pupils. Think about a range of possibilities in answer not just definites. All pupils actively involved. Inclusive. Children moving physically about room. Visual - can see opposing views. Easy to organise and manage.</p> | <p>Students who are waiting may not be engaged. Careful questioning for younger pupils, fewer options. Full participation. Needs control. Good questions needed. Can be complicated. Dithering / not answering. Fear of name on post-it.</p> | <p>Upper Primary. Secondary. Need adapted for younger classes.</p> | <p>Stand in a line. Don't need to write. Draw answer – maybe happy faces to choose between feelings. To use with younger children, answers could be written for children. Use as a simple scaling technique for younger pupils. Could have sections instead of a line. Pupils are post-its. No names on post-its. Colour groupings – no names, group explanations.</p> |

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| <p><i>the class into four groups, so that 'orange' students can be asked to come to the board and place their notes.</i></p> | | | | <p>Thinking on your feet changing questions. To simplify for infants – teachers poses question then first child answers and second child agrees or disagrees. Teacher then poses another question. P3-4 ball has questions to be answered. Different sizes of ball. Point rather than throw. 'Want to participate' signals. Use something other than ball e.g. soft toy. Instead of ball, assign numbers to 'bounce' questions to others pupils.</p> |
| <p>6. Basketball Discussion <i>Use a soft ball to throw to a student to answer a question. The student then passes the ball to another student to see whether the second student agrees with the first. The second student then passes the ball to a third student who comments on why the answer is correct or not. This can continue with questions like How? When? How long? Who else was involved? What else could have happened? depending on the subject.</i></p> | <p>Students have control over who answers next question. Adaptable for all stages. Simple / complicated questions. Promotes discussion. Fun /interactive. Higher level thinking. Keeps everyone on task. Highlights where there's a lack of understanding. Keeps class focussed. Random. Allows comments.</p> | <p>When / how does teacher intervene. What to do if pupil unable to answer. What to do if it keeps coming back to the one person. May become confined to a review group. Keeping comments positive and appropriate. Room layout. Physical catching and throwing. Could get out of hand. Motor skills / behaviour. Safety issues with ball.</p> | <p>All stages. Less use with senior classes. Early Years. Primary.</p> | |
| <p>7. Wait Watchers <i>Because it is hard for teachers to wait for 3 seconds after asking a question to allow students to think, it is occasionally useful to have a student volunteer with a stopwatch checking the teacher's wait time for a whole lesson.</i></p> | <p>Provides thinking time. Volunteer empowered. Keeps teacher on track. Shares responsibility. Understand concept of waiting. All ages can enjoy and participate.</p> | <p>Mis-timing. Distraction / playing with stopwatch. Forgetting question while concentrating on stopwatch. Teacher remembering to use think time. Varying time keeping mechanisms, eg. stop watch, egg timer.</p> | <p>P5 upwards.</p> | <p>Green and red lights more than 3 seconds. Needs to be used with other techniques. Get younger pupils to slowly count to three. Classroom assistant could do timing. Use ICT.</p> |
| <p>8. Class Vote <i>Ask all students to vote on a question you put to the class</i></p> | <p>Interactive fun. Not necessarily black and white answer. Need to evaluate / justify.</p> | <p>How do you get them to evaluate / justify. Pupils may be randomly holding up a card rather</p> | <p>All stages.</p> | <p>Question at appropriate level. Embrace unplanned learning. Instead of cards hold up 1-5 fingers depending on question</p> |

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| <p>with two or more possible answers.</p> | <p>Everyone has to answer at the same time. Stimulates discussion when answers are divided. Quick for teacher to see responses. Limited choice of answers. Promotes thinking why two or more answers can't be wrong. Pupils not singled out. Teaches pupils to respect each others' viewpoint.</p> | <p>than thinking. Wait time. Compiling the questions. The 'I don't know's' may copy friends. Controlling the activity.</p> | <p>asked. Use corners of room. Each group puts forward their argument of choice. Debate rather than vote.</p> |
| <p>9. Entrance Ticket <i>Hand out a card to each student as they walk into the room and ask them to write the answer to a question posed on the board. Glance through the students' answers to help decide questions to ask the class, discussions, tasks to set, or how to seat students.</i></p> | <p>Pupils immediately involved in topic. Response from all pupils. Teaching based on pupils' knowledge / response. Lesson more focussed on pupil needs. Groups can be varied depending on responses. Links to previous lesson. Good way to start a topic.</p> | <p>Time to assess responses. Have to be able to think on your feet. Questions have to be well thought through in advance. Pupils that cannot read / write well – timescale. Time to read all cards. Preparation on making it work effectively. Be organised – everyone has to get there on time. Tasks ready for while you're going through the answers.</p> | <p>P3-S6. Introduce time limit. Exit ticket instead.</p> |

SOME FEEDBACK TECHNIQUES THAT MAKE STUDENTS THINK (TLC 4)

| NAME OF TECHNIQUE | POSITIVE ASPECTS | CHALLENGES | APPROPRIATE STAGE | ADAPTATIONS |
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| <p>10. +, -, = (Plus, Minus, Equals)</p> <p><i>Mark student work in relation to previous work. If the latest work is of the same quality as the last, it receives an "=", if it is better than the last it receives a "+", and if it is not as good as the last it receives a "-"</i></p> | <p>All children can achieve from own baseline.</p> <p>Encourages individual improvement.</p> <p>Quick – instant feedback.</p> <p>Personal.</p> <p>Differentiation, inclusion etc all covered.</p> <p>Easy for staff / pupils to understand.</p> <p>Variety of uses.</p> <p>Reduces workload.</p> <p>Provides even playing field for everyone.</p> | <p>Being consistent.</p> <p>Although simple it needs feedback to support improvement.</p> <p>Should work well because there is a baseline to work from.</p> <p>Could be de-motivating if pupil always gets a minus.</p> <p>Can't be sustained over long periods of time.</p> <p>Possible need for differentiation.</p> <p>Doesn't reward consistent standards of work.</p> | <p>All stages.</p> | <p>Use across curricular areas.</p> <p>Simple to use. Adaptations not required.</p> <p>Useful for pupils with SEN.</p> <p>Could be used for self / peer assessment.</p> <p>Use stickers with signs.</p> <p>Give comments as well as sign.</p> <p>Get pupils to provide own comments e.g. why was that a +?</p> |
| <p>11. Traffic Lights</p> <p><i>Students are given a RED, AMBER or GREEN mark for a piece of work, and all RED and AMBER work can be redrafted in an attempt to achieve a GREEN mark. The final grade is calculated from the number of GREEN and AMBER marks.</i></p> | <p>Pupils know how well they are performing.</p> <p>Reduces the amount of marking.</p> <p>Visual – don't have to read comments.</p> <p>Teacher input can be given to those pupils who require it.</p> | <p>Pupils' abilities vary.</p> <p>Expectations may have to be differentiated.</p> <p>How will learning be taken forward?</p> <p>How can you achieve a green?</p> <p>Need to refer back to criteria.</p> <p>Red/green colour blindness.</p> <p>Feedback to pupils is general rather than specific.</p> | <p>All stages.</p> | <p>Consider criteria.</p> |
| <p>12. Delayed Marking</p> | <p>Children know that you are going to follow it up.</p> | <p>Time to write and follow up.</p> <p>Meeting with pupils</p> | <p>Upper Primary.</p> <p>Secondary.</p> | <p>Meet groups.</p> <p>Change time restraints.</p> |

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| <p><i>Student work is not given a grade, level, or score on the work (although the teacher records a grade in the teacher's markbook). Teacher written comments address the quality of the work and give guidance to the student on how to improve. Students need to be given time to read the comments in class to find out how they have achieved. After some time (e.g. one week) the teacher talks with students individually to discuss the work, the teacher feedback, and the grade or mark that was given to it.</i></p> | <p>Individual discussion. Enough time for pupils to reflect on comments and report to the teacher. More focussed and quality time with the teacher. Pupils know what they need to do to improve.</p> | <p>Individually is a time challenge. Pre-recording mark is pointless – dialogue with pupils should identify the next steps. Need to remember the work for a week. Class size management.</p> | <p>No need to record grade. Do with one group and then alternate. Useful for extended writing. Target certain groups and certain subjects.</p> |
| <p>13. Responding to Marking <i>Teacher feedback is written at the start of the exercise book and signed and dated. Students then make an appropriate response below the teacher feedback, including where to find any redrafting. The next piece of work will not be marked until the student has responded to the last feedback provided.</i></p> | <p>Visual. Creates thinking space. Gives pupils a time scale. Differentiated, Directly related to success criteria. Feedback that can be referred to at a later date, e.g. parent interview</p> | <p>Time management. How to ensure thoughtful responses. Time and effort at the start. Too time consuming. Would it be worth the effort? Pupils may be reluctant to respond.</p> | <p>Verbal. Agreed action. Depending on class size – whole class or group.</p> |
| <p>14. Focussed Marking <i>Mark student work for only one or two specific criteria, even though there may be many</i></p> | <p>Gets pupils more involved in the process. Less marking for staff. Teachers aren't bogged down marking everything.</p> | <p>Ignoring mistakes doesn't come easily to teachers. If pupils know about the focus of criteria beforehand would they put too much</p> | <p>Upper Primary. Secondary.</p> <p>P2-S6/</p> <p>Could be adapted for younger pupils as a basis for discussion. Interactive lessons with early stages. Focus on different aspects.</p> |

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| <p><i>criteria that could be marked. This allows the teacher to provide more focused and detailed feedback on these criteria than if everything was marked. The markbook contains the skill marked rather than the title of the work set.</i></p> | <p>Reduces feelings of inadequacy following red pen overkill. Helps pupils to focus on limited number of aspects. More positive – clearer learning. Good links to learning intentions and success criteria.</p> | <p>energy into making that area good to the detriment of the rest of the work. Teacher must have tunnel vision. Need to explain to parents why everything isn't being marked. Pupils may assume that everything else is okay. Take time for staff, pupils and parents to get used to the system.</p> | | <p>Introduction, conclusion etc.</p> |
| <p>15. Mastery Marking <i>Only accept student work when it is of a specific quality. You might only give one grade, an A. Students are expected to continue to re-draft and resubmit their work as many times as necessary in order to achieve an A. The overall grade is then determined by the number of As. Or you could award a V+, V or V-. A V or V+ means that the student has mastered the necessary skills for the current concept, a V- is accompanied by comments on how to improve, and the student is expected to re-draft and resubmit the work.</i></p> | <p>Depending on the subject and nature of work e.g. practical / essay, it may have a positive impact on skills. Feedback on how to improve.</p> | <p>No acknowledgement for improvement. No differentiation. Combining grade with comment has been shown to be ineffectual. Maintaining motivation. Pupils who are struggling may not have clear instructions on how to improve. Demotivating and demoralising. Inconsistent workload for pupils.</p> | <p>Secondary school.</p> | <p>Peer support. Groups best piece of work.</p> |
| <p>16. Margin Marking <i>Instead of marking each</i></p> | <p>Children concentrate more on their work. Recognising mistakes is</p> | <p>Pupils necessary to find all errors. Appropriate differentiation</p> | <p>P3-S6.</p> | <p>Interactive lessons with infants. Give specific points in margins to direct pupils in more detail.</p> |

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| <p><i>spelling or grammar mistake on essays, place a mark in the margin. Students then find their own mistakes, and correct them.</i></p> | <p>supported more than 'find and fix' technique. Allows focus on specifics. Good next step for pupils. Time saving. Encourages self-assessment. Responsible for own learning. Less invasive. Makes learner think more and do work.</p> | <p>to suit ability. Motivating pupils to look – particularly younger pupils. Making it achievable. Time for them to find and work on errors. Parents.</p> | <p>Specific mark for type of error for younger or less skilled children. Use projector to look at work samples with whole class.</p> |
| <p>17. Find and Fix your Mistake <i>Instead of marking answers as correct or incorrect, tell the students the number of answers that were wrong. Give them time in class to find and correct their mistakes either individually or in groups.</i></p> | <p>Pupils have to review their own work to find errors. Engages with learner. Allows for peer assessment. Gets pupils to recognise and think about mistakes. Stimulates discussion. Less marking for teachers.</p> | <p>How to deal with pupils who can't find mistakes. Could have a de-motivating effect if there are a lot of mistakes. Time must be given to build it into lesson. Would take time for pupils to get used to. Needs to be supported at younger stages.</p> | <p>P3-S6. Be more specific as in margin marking etc. Lends itself better to certain subjects. Could use highlighters on oral feedback. Work with whole class on OHP. Could be adapted as peer marking technique as well. Younger pupils may only be asked to focus on one particular type of mistake.</p> |

