
Groups

1

Duncan Lawrie
Christopher Clark
Rebecca Moran
Tracy O'Connor
Rachael Nunes
Grant McAllister
Asha MacKay
Brian Fraser
Kris Fraser
Lewis Matthews
Joanne Lindsay
Anatolii Hladchecnko

2

Lisa O'Reilly
Sarah Waddington
Alan Penman
Ryan Bennett
Maria Ward
Chris Lowe
Fiona Miller
Rachel Davidson
Sophie Lister
David Taylor
James MacAlpine
Margaret Struthers

3

Craig Hennen
Katie Goodwin
Ryan Bryant
Ellie Nolan
Yvonne McNally
Hamish Ferguson
Mary Webster
Liam Matthew
Barry Mitchell
Richard Miller
Rachel Curry

4

Julie Kelly
Grace Jessamin
Victoria Moore
Ian Main
Aileen Doherty
Natalie Gelley
Samantha Alderdice
Julie Thorburn
Nicki Ward
Iona Grant
Sarah Auchterlonie

5

Morgan Stevenson
Caitlyn Stewart
Isla Nugent
Skye Logie
Nicola West
Diane Turnbull
Ian Gibson
Sarah Hayes
Tracy Fuller
Robert Gordon
Eilish De Swarte

6

Graham Dick
Callum Parsons
Emma Marley
Carolann Brown
Moyra DeSoyza
Luca Beschi
Jack Lyden
Dawn Smith
James Deighan
Nicole Stewart
Callum Feasby

7

Derek Gibson
Gail Herd
Louise Kelly
Jocelyn Chapman
Katie Bennett
Martyn Norman
Elias Varghese
Mhairi Duncan
Erin Cooney
Maresa Morton
Mhairi Wilson
Ramia Alawa

Well Done!

Duncan Lawrie



Ramia Alawa

Robert Gordon

Joanne Lindsay

Lewis Matthews

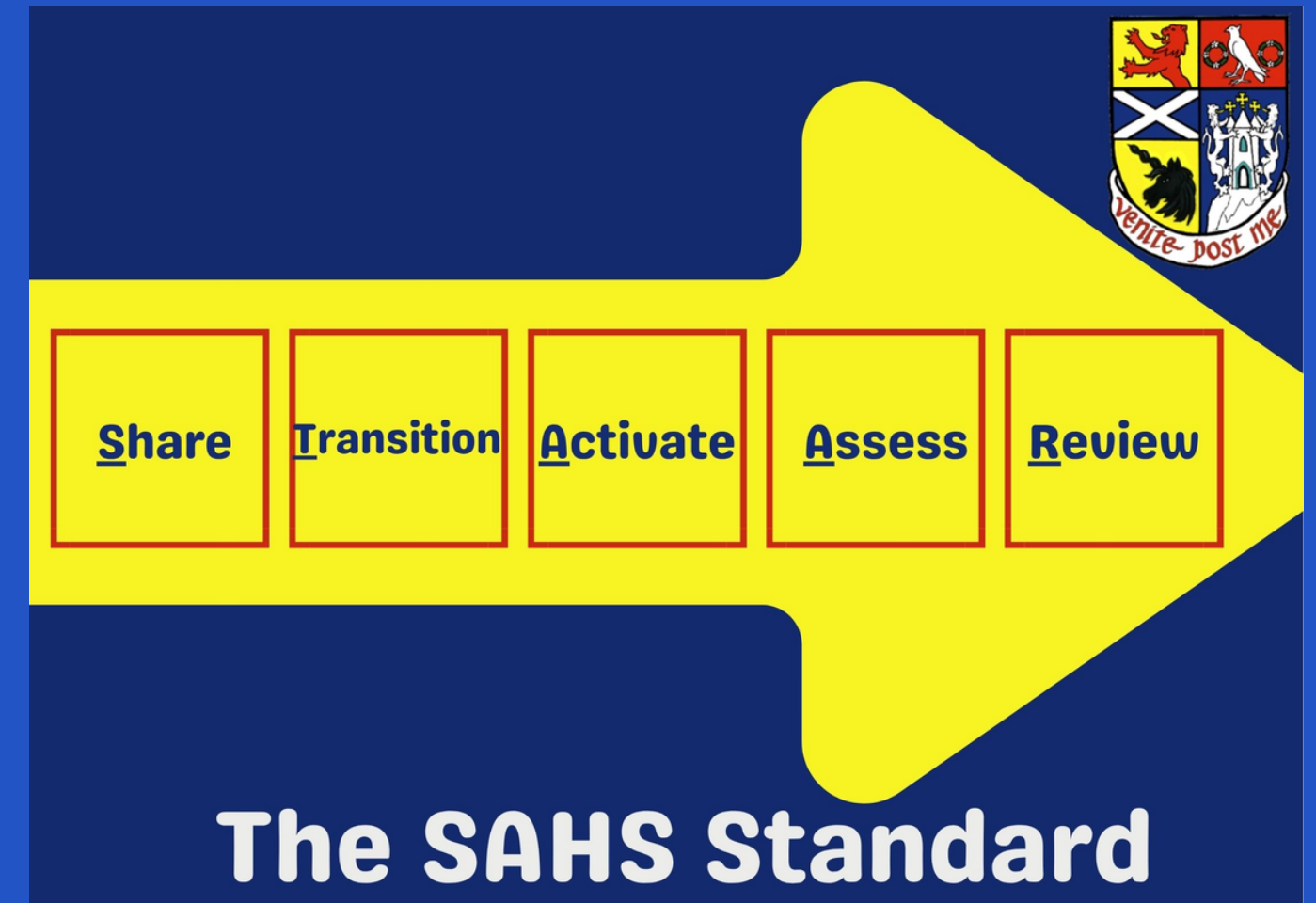
Nicole Stewart

Margaret Struthers

David Taylor

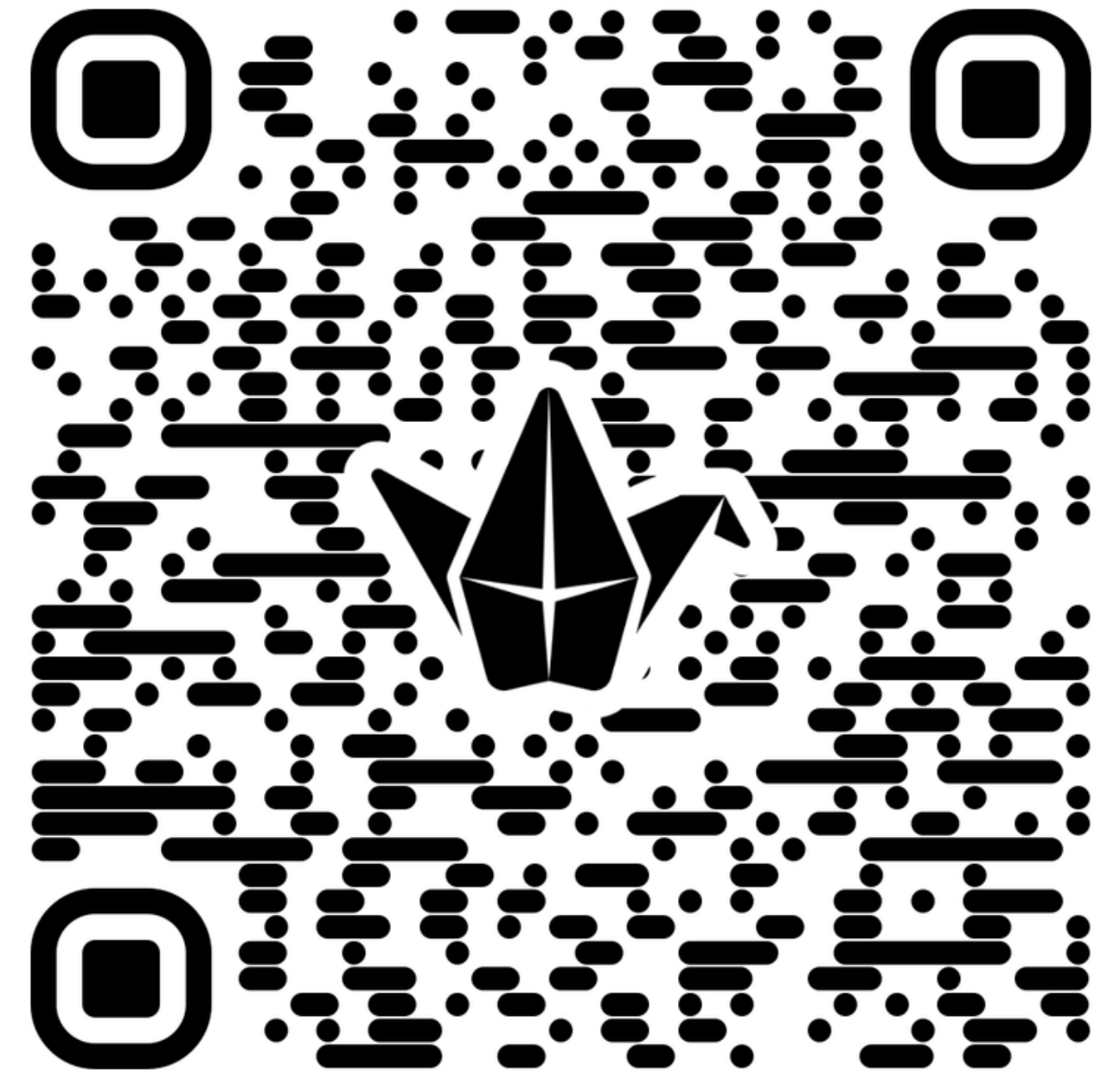
Mhairi Wilson

Share



Learning Intentions and Success Criteria

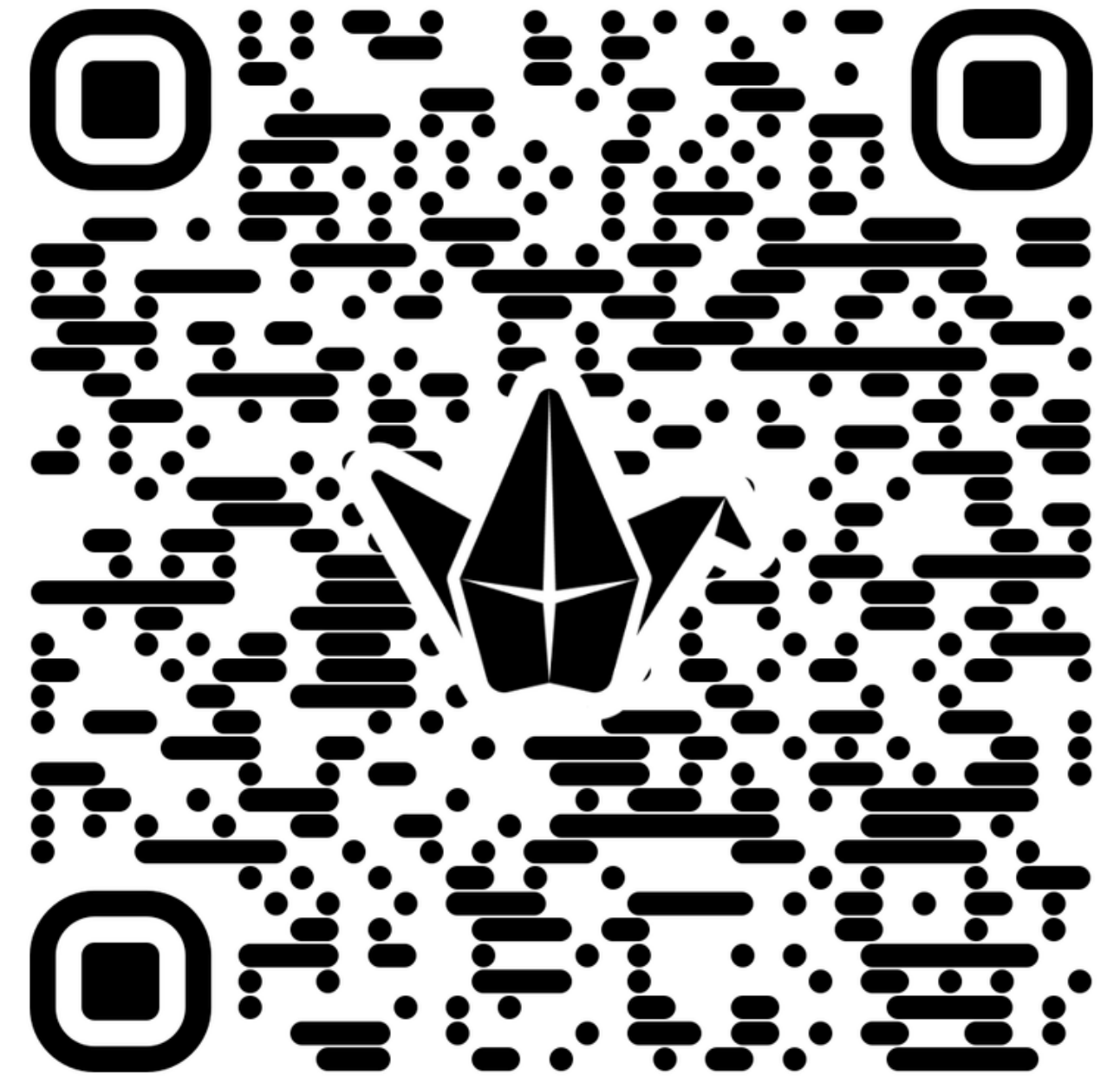
**Discuss the
similarities and
differences
between subject's
Learning
Intentions and
Success Criteria**



**Learning Intentions
describe what children
are going to learn, not
what they are going to do.**

Dylan Wiliam

**Benefits of
using “*We
are learning
to...*” as
whole-school
approach**



WALT Benefits

Consistency

A common format reduces cognitive load and builds predictable routines that support all learners, including ASN learners

Clarity for Learners

Simple, student-friendly language that tells learners exactly what the purpose of the lesson is.

Improved Metacognition

Helps learners understand what they are learning and why, leading to better focus and ownership of progress.

Greater Parental Understanding

Easy for parents/carers to interpret on digital platforms such as Showbie or Teams.

Learning over Tasks

Moves the emphasis from completing activities to making meaningful learning gains.

Clearer Success Criteria

A WALT LI naturally leads into “I can...” statements, improving self- and peer-assessment.

Reduced Workload

A shared structure streamlines planning and supports collaborative working..

Promotes Knowledge & Skills

Easy for parents/carers to interpret on digital platforms such as Showbie or Teams.

Writing Effective Learning Intentions

Reflect Standards in Experiences and Outcomes (*CIC)

Identify Learning Intentions from the bundle of Es and Os.

Not copied directly but E and O should inform the LI.

Written in Clear Language that Learners will Understand

Helping learner make the links between what they are doing and what they are learning

Linked to Planned Assessment Activities

Assessment part of learning and teaching

Context-free and Focus on the Learning

When context is included, learners often focus on the context instead of the skill.

Without context, the core skill is clearer and more transferable.

Removing the Context

English

We are learning to write a poem about winter.

Mathematics

We are learning to work out the area of a rectangle.

Science

We are learning to write about what animals eat.

Geography

We are learning to find out why people moved to America.

Removing the Context

English

- ✓ We are learning to evaluate how word choice and imagery create tone in a text.
- ✗ We are learning to write a poem about winter.

Mathematics

- ✓ We are learning to apply algebraic formulas to solve real-world problems.
- ✗ We are learning to work out the area of a rectangle.

Science

- ✓ We are learning to investigate how energy is transferred in ecosystems.
- ✗ We are learning to write about what animals eat.

Geography

- ✓ We are learning to analyse causes and consequences of migration patterns.
 - ✗ We are learning to find out why people moved to America.
-

Decontextualised Learning Intentions

Art & Design

✓ We are learning to use tone and shading to create depth in a drawing.

✗ We are learning to draw a still life of fruit.

Business Education

✓ We are learning to analyse how supply and demand influence pricing decisions in markets.

✗ We are learning to find out why the price of chocolate bars changes.

CDT

✓ We are learning to design and create a product using the design process.

✗ We are learning to make a birdhouse in woodwork.

English

✓ We are learning to identify and use persuasive techniques in writing.

✗ We are learning to write a persuasive letter about school uniforms.

Home Economics

✓ We are learning to apply safe food handling practices when preparing meals.

✗ We are learning to wash vegetables before making soup

Mathematics

✓ We are learning to calculate percentages and apply them to real-life situations.

✗ We are learning to work out discounts in a shop sale.

Decontextualised Learning Intentions

Modern Languages

- ✓ We are learning to use vocabulary to describe daily routines in another language.
- ✗ We are learning to write about our morning routine in French.

Music

- ✓ We are learning to identify and use rhythm patterns in a composition.
- ✗ We are learning to write a rhythm for a Christmas song.

Physical Education

- ✓ We are learning to apply strategies to maintain possession in invasion games.
- ✗ We are learning to keep the ball in football.

Religious Education

- ✓ We are learning to explain how different beliefs influence moral decision-making.
- ✗ We are learning to write about what Christians think about charity.

Science

- ✓ We are learning to explain the process of photosynthesis and its importance to plants.
- ✗ We are learning to write about how daisies make food.

Social Subjects

- ✓ We are learning to interpret historical sources to understand past events.
 - ✗ We are learning to look at sources about the Jacobite Rebellion.
-

**Success criteria summarise
the key steps or ingredients
the student needs in order to
fulfil the learning intention -
the main things to do, include
or focus on.**

Shirley Clarke - What is Formative Assessment?

I Can ...

Promotes Learner Leadership

- “I can” statements are written from the learner’s perspective, making the goal personal and achievable.
- Learners feel more responsible for their progress because the language is active and empowering.

Makes Learning Visible

- They clearly state what success looks like in student-friendly language.
- Helps learners understand what they are aiming for and teachers to check progress easily.

Supports Self-Assessment

- Learners can use “I can” statements to evaluate their own understanding.
- Encourages growth mindset by focusing on what they can do now and what they can work towards.

Encourages Differentiation

- Teachers can adapt “I can” statements for different levels, making learning intentions accessible to all learners.
-

I Can ...

- I can describe
- I can plan
- I can give explanations for
- I recognise ways in which
- I can give examples of
- I can tell the difference between
- I can identify ways in which
- I can explain what
- I can explain how
- I can explain why
- I can identify strategies to
- I can suggest
- I can use scientific names for
- I can make links between

- I can recognise issues of
- I can interpret
- I can shows ways of / ways in which
- I can construct
- I can recognise the value of
- I can clarify
- I can classify
- I can decide
- I can discuss
- I can present
- I can sort
- I can determine the key points from
- I can predict that
- I can use evidence to work out

Example

Learning Intention

- We are learning to apply the design process to create a solution to a given problem.

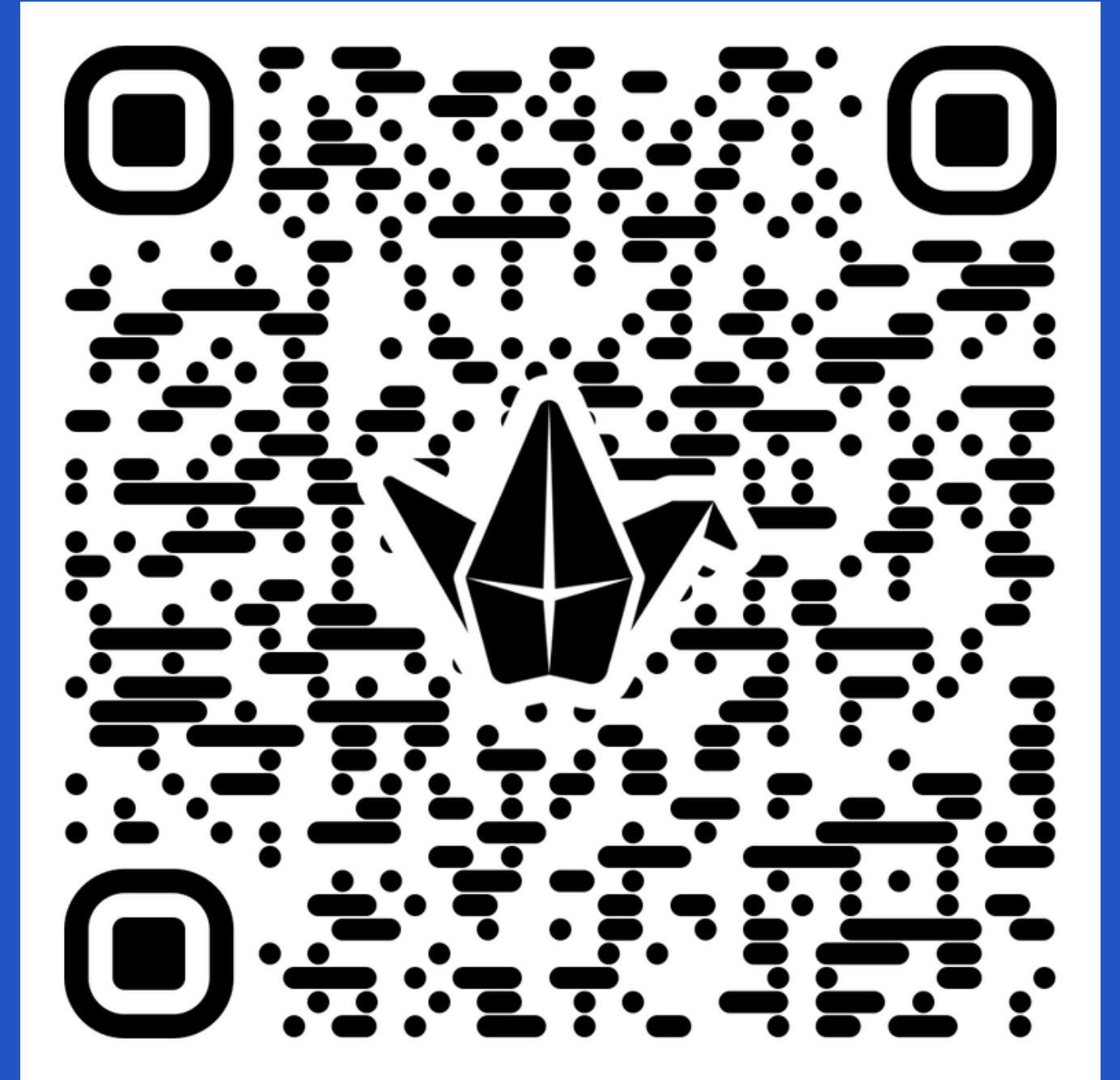
Success Criteria

- I can identify the steps of the design process (research, ideas, development, evaluation).
 - I can generate a range of ideas and select the most suitable one.
 - I can communicate my design clearly using sketches or diagrams.
 - I can evaluate my design against the original problem and suggest improvements.
-

Construct

1 x Learning Intention

3-5 x Success Criteria



Faculty / Department Reflection



Resources

[Education Scotland - Moderation Hub - Learning Intentions and Success Criteria](#)

[Shirley Clarke - What is Formative Assessment?](#)

[John Hattie - Learning Intentions and Success Criteria \(webpage\)](#)

[John Hattie - Learning Intentions and Success Criteria \(video\)](#)

[Dylan Wiliam - Self and Peer Assessment](#)

[Dylan Wiliam - Clarifying, Sharing and Understanding Learning Intentions](#)

[Kara Vandas - How to co-construct success criteria in education - The Core Collaborative \(2020\)](#)

[Mr Minchin - Learning Intentions and Success Criteria HACK](#)

[Teacher Solutions - Learning Intentions: from doing to learning](#)

[Teacher Solutions - What on Earth are Success Criteria](#)

[DE tv - \(HITS 3\) Learning Intentions and Success Criteria](#)

Evaluation

