

Learning Intentions and Success Criteria - A Reminder...

What is a Learning Intention?

‘A learning intention describes what pupils should know, understand or be able to do by the end of the lesson or series of lessons.’ (TACLAN, 2012)

Learning Intentions should...

- Identify new learning
- Focus on transferable skills
- Focus on what is to be learned as opposed to the task

Assessment needs to be planned as part of learning and teaching activities. In planning activities and experiences with young people, staff need to:

- ***consider and **share the outcomes** towards which young people are working***
- *****agree success criteria** through discussion with each other and with learners***
- ***design learning experiences and activities that are likely to challenge and motivate and give opportunities to children and young people to **provide evidence** that demonstrates their knowledge and understanding, skills, attributes and capabilities (From BTC 5:)***

How to write learning intentions:

Identifying the learning intentions for a lesson or a series of lessons is usually quite straightforward. You don't have to start from scratch but avoid simply lifting statements from existing curriculum guidelines because they might not be appropriate. It is also a good idea to make the statements on your own, so that they work for you and the pupils you are teaching rather than simply accepting what other people give you. However, it is also a good idea to generate learning outcomes and success criteria as a part of a team effort, rather than on your own.

Practical ideas for writing learning outcomes

- Devise learning outcomes and success criteria at the same time.
- Don't get hung up on the terminology, but be consistent.
- Use existing 'standards' statements, but don't just lift them.
- Be clear about the distinction between the learning outcomes and success criteria.
- Consider how broad or specific the outcomes should be.
- Make sure that the outcome describes the learning and not the task.
- Consider separating the learning outcome from the context.
- Use positive, learner-friendly language.
- Be aware the writing learning outcomes forces you to be clear about what you want pupils to learn.
- Recognise that no matter what topic you are teaching, it will involve a mix of different outcomes
- Remember that learning is messy.
- Be aware that writing learning outcomes might lead to fewer worksheets.

How to generate success criteria:

What are Success Criteria?

‘... 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

Essentially success criteria let students know what they are learning. If pupils are to be motivated and confident learners, they don't just need to know how successful they've been in completing a task. They also need to know how to learn as they are working on the task and – even more fundamentally – that they are actually learning as they are working on the task.

If you use success criteria effectively before, during and after a learning activity, you will not only help pupils to be able to learn, but will also motivate them to do so by helping them to recognise that they achieving success. And this can help them to persist in the face of difficulties.

Success criteria help students and teachers develop a ‘nose for quality.’ If teachers themselves can't agree on a consistent definition of quality, they're not going to be able to pass one on to their pupils! This not only applies to what makes a quality product or a performance, but also to what learning and thinking strategies can lead to a good product or performance.

Practical ideas for generating success criteria

- Remember that the main purpose of success criteria is not track improvement over time, but to help bring about that improvement.
- Link the success criteria closely to the learning outcome.....
-but avoid simply repeating the learning outcome in the success criteria.
- Avoid describing the task as the success criteria.
- Avoid simply naming the end product as the success criteria.
- Avoid giving the answer to the problem in the success criteria.
- Avoid giving the number of right answers you want.
- Think in terms of ‘strategies for success’ and ‘evidence of success’.
- Steps to success in mathematics.
- Use criteria to support functional writing.
- Avoid success criteria becoming a straightjacket in imaginative work.
- Whole-part-whole in physical education.
- Understand that concepts helps skills to stick and transfer in all areas of the curriculum.
- Give just enough help to close the gap.
- Devise strategies that require pupils to ‘perform their understanding’.
- Avoid using words like ‘state’, ‘know’ or ‘understand’ in success criteria.
- Use the action verb ‘I can’ to show how pupils will use their knowledge and demonstrate their understanding.
- Decide which tasks pupils will undertake to fulfil criteria that go beyond knowledge to understanding.
- Make sure that the criteria focus on understanding and not simply product and process.
- Generate ‘look like’, ‘sound like’ and ‘feel like’ success criteria for personal and interpersonal skills.

How to share learning outcomes and success criteria with pupils:

Both teachers and pupils will want to use learning outcomes and success criteria in different ways. And different subject areas and topics lend themselves to different approaches.

The sharing of learning outcomes and success criteria is not only routine but automatic in effective classrooms however you can't just impose outcome and criteria on either pupils or teachers. If you do, they won't work.

Where they work best, outcomes and criteria are subsumed into the quality feedback and support that teachers give to individuals and groups, and that the pupils give to each other.

For this to happen, pupils need to be explicitly taught the processes that are involved in using the learning outcomes and success criteria. It is only then that a genuine and ongoing dialogue about learning can be established in the classroom, rather than a set of statements to be copied into an exercise book.

Practical ideas for sharing learning outcomes and success criteria with pupils

- Flag up the learning outcome near the start of the lesson.
- Make learning outcomes accessible while children are working.
- Display learning outcomes visually.
- Involve pupils in identifying the success criteria.
- Be aware that the best time to talk about process success criteria can be after pupils have undertaken a task.
- Use success criteria to help pupils look forward rather than backwards and set targets for improvement.
- Help pupils develop a 'nose for quality' products and performances through discussion.
- Use mindmaps to help children generate and access success criteria.
- Take account of differences in ability when generating and using learning outcomes and success criteria.
- Be aware that broad learning outcomes can be more inclusive.
- Use different success criteria and have different group undertake different tasks.
- Give some pupils more detailed scaffolding in the success criteria to tackle the same task.
- Use the same success criteria for everyone but expect some pupils to improve at different rates over a period of time.
- Use group learning outcomes and success criteria.
- Be aware that the impact of sharing outcome and success criteria might take some time.
- Don't lose sight of 'big picture' goals.
- Never forget that we learn by having conversations.

Differentiation is key when it comes to planning and developing you LI/SC – remember that what “success” looks like for one pupil will look vastly different for another – take care that you differentiate both you LI and SC for the learners in your care.

Learning Intentions – Key Vocabulary

Pupils in the class will be...

Extending

Developing

Consolidating

Revising

Exploring

Investigating

Expanding

Broadening

Strengthening

Deepening

Reinforcing

Examining

Considering

Applying

HGIOS4 2.3 LEARNING, TEACHING AND ASSESSMENT – Learning Intentions & Success Criteria

Below you will see highlighted some of the information in relation to creating effective LI/SC from 2.3 within HGIOS4. This highlights some of the national drivers and the importance of effective LI/SC for pupil progression

Themes:

- Learning and engagement
- Quality of teaching
- Effective use of assessment
- Planning, tracking and monitoring

This indicator focuses on ensuring high-quality learning experiences for all children and young people. It highlights the importance of highly skilled staff who work with children, young people and others to ensure learning is motivating and meaningful. Effective use of assessment by staff and learners ensures children and young people maximise their successes and achievements.

Level 5 illustration:

Learning and engagement

The ethos and culture of our school reflects a commitment to children's rights and positive relationships. Our children and young people are eager and active participants who are fully engaged, resilient, highly-motivated and interact well during activities. Learners' experiences are appropriately challenging and enjoyable and well matched to their needs and interests. Learners exercise choice, including the appropriate use of digital technology, and take increasing responsibility as they become more independent in their learning. **They understand the purpose of their learning and have opportunities to lead the learning.** Our learners are successful, confident and responsible. They contribute effectively to the life of the school and wider community in a range of well-planned activities. They know that their views are sought, valued and acted upon.

Quality of teaching

Our teaching is underpinned by our shared school vision and values. We use a wide range of learning environments and creative teaching approaches. Learning is enriched and supported by our effective use of digital technologies. **Our explanations and instructions are clear.** We use skilled questioning and engagement to promote curiosity, independence and confidence and to regularly enable higher-order thinking skills in all learners. **We observe learners closely to inform appropriate and well-timed interventions and future learning.** We use feedback effectively to inform and support progress in learning.

Effective use of assessment

Assessment is integral to our planning of learning and teaching. We use a variety of assessment approaches to allow learners to demonstrate their knowledge and understanding, skills, attributes and capabilities in different contexts across the curriculum. Our assessment evidence is valid and reliable. At key milestones, our assessments provide reliable evidence which we use to report on the progress of all children and young people. **Across our learning community we have shared expectations for standards to be achieved,** and have robust arrangements for moderation across stages and across the curriculum.