4.1.2 Other Long-term Goals

Other long-term goals might include helping your students to be:

- Curious
- Focussed on what is relevant
- Full of wonder
- Keen to learn from mistakes
- Open to new experiences
- Persistent
- Resilient
- Risk takers
- Self-regulating
- Willing to ask for support and coaching

Of course, this is not a hierarchy or exhaustive list. But by setting these – or similar attitudes – as long-term goals, it will enable you to tailor feedback to your students accordingly.

It's also worth bearing in mind that Lev Vygotsky, one of the pioneers of educational psychology, wrote at length about learning through culture. By that he meant that young people learn from those around them: what to laugh at, what to be afraid of, what to have a go at, what to avoid, and so on. He emphasised that young people pick up mental, as well as physical, habits from their elders and warned us that the way we react to things is arguably more influential on young minds than the knowledge we share.

That's one heck of a responsibility for those of us who work with young people! It also makes getting feedback right even more essential!

4.2 LEARNING INTENTIONS (LI) AND SUCCESS CRITERIA (SC)

Being clear about learning intentions and success criteria will help your students to generate their own feedback. It will help you to keep your feedback goal-referenced (Section 2.1.7) and consequential (Section 2.1.4). And it will help everyone to maintain a learning focus (Section 3.1.2).

Learning intentions describe what students should know, understand or be able to do by the end of the lesson or series of lessons.

Success criteria show what students should demonstrate to show they have accomplished the learning intention. They include the main things to do, include or focus on.

Together, the learning intentions and success criteria should help your students answer the 3 feedback questions:

1. What am I trying to achieve?
2. How much progress have I made so far?
3. What should I do next?

Effective Learning Intentions and Success Criteria

The benefits of effective LI & SC include:

- **Help you to design effective learning activities for your students**

- **Give your students an understanding of what they are aiming to achieve (LI) and what steps they could take (SC) to achieve the learning intention**

- **Provide a scaffold to support your students' progress**

- **Offer your students a language with which to articulate their learning**

- **Help your students to be more self-motivated and independent**

- **Give you a focus for asking learning questions and setting supplementary tasks**

- **Give students clear reference points for their feedback to each other and to themselves**

- **Increase self-regulation**

- **Support effective learning reviews.**

Here are some of the benefits of Learning Intentions and Success Criteria.

Very often Learning Intentions (LI) and Success Criteria (SC) help to improve progress and feedback. (See why in Chapter 4). However in some classrooms, they are either very poorly used or they are over-used to the point that they are no longer noticed by students.

To help you avoid these pitfalls, here are some recommendations for making the best use of LI & SC. Many of the recommendations will make reference to the example LI & SC recently spotted in a classroom for 10 & 11 year olds in Newcastle recently.

Learning Intention

To understand the differences between England, Great Britain, the United Kingdom, and the British Isles

Success Criteria

- Identify which countries are part of GB; which are part of the UK; and which are part of the British Isles.

- Locate each country on a map

- Give the full name for the UK

Referring to this example, here are some ways to increase their effectiveness:

4.2.1 Make LI & SC Relevant

Learning Intentions and Success Criteria should be designed so as to help students answer the question: What's In It For Me? (Wii-FM)

Most students want to know what's in it for them. Why should they learn what you're asking them to learn? What is the point? That is why we should always think about 'broadcasting in Wii-FM' … **R**adio **W**hat's **I**n **I**t **F**or **M**e

Looking at the map example given, would your students even be interested in knowing the difference between England, GB, the UK and the British Isles? If not then how can you increase their motivation for the topic?

In the Newcastle school mentioned, many of the kids were mad about sport. So the success criteria could've been amended to:

- Identify which 5 teams make up the British & Irish Lions rugby team

- Show on a map where each home nation plays its international fixtures

- Compare the differences between the passports held by the England captain and Irish captain

Other children in the same class were more interested in music so the success criteria could have been achieved with the following music-themed activities:

- Adele is from England; Tom Jones is from Wales; Ronan Keating is from Ireland; Snow Patrol are from Northern Ireland; and Franz Ferdinand are from Scotland. For each act, explain which region(s) they come from. (e.g. Ronan Keating is not British because Ireland is not part of Great Britain)

- Place a photo of each singer/group on the map to show which country they come from. Colour-code the cards to show whether that also makes them part of the UK, GB and/or the British Isles.

- Adele has a UK passport. What does the abbreviation 'UK' stand for?

4.2.2 Co-Create LI & SC

In so far as possible, involve your students in creating the Learning Intentions and Success Criteria. Effective ways to do this include:

- Building LI & SC around questions your students have asked during other learning activities

- Using a stimulus to prompt your students to ask questions and then using their questions to design LI & SC

- Previewing new subject matter by asking your students what they would *like* to know and what they think they will *need* to know in order to master the new theme

- Sharing completed work from other students and asking your current students to identify what they think the LI and SC were that led to their successful completion

- Sharing the LI and then asking your students to suggest what they would need to do to reach that goal (in other words, asking them what the SC should be)

- Sharing the LI and one or two example SC then asking your students to suggest other SC

- Looking back at LI and SC your students have used in the past and asking how accurate and effective they were. Then taking the conclusions from that review and applying them in designing new LI & SC for the current topic

- Offering a long list of SC and asking your students to identify – or vote for – which criteria they think will be the most effective/interesting/productive

- Starting with a basic set of SC and asking your students to identify ways to make them more interesting (e.g. the sport-mad kids might suggest that they look through the 'lens' of sport whereas the music-mad kids might ask to base their learning in the context of singer-songwriters from England, GB, the UK, etc.

> Students will engage more in Learning Intentions and Success Criteria when they take part in creating them.

4.2.3 Unshackle The Criteria

Giving your students a set of closely defined success criteria can seem a bit like 'painting by numbers': do this, this and this then you will succeed! As we explore in Chapter 5, this isn't necessarily a bad thing. But it can be a bad thing if it is the only approach you take.

To ensure that there is some variety in the LI and SC your students use, try some of these suggestions:

A. Include a 'So What?' question

For example:

SC: 'Show why it is important to know the difference between England, Great Britain, the United Kingdom and the British Isles.'

Or change the LI so that it becomes:

'To understand why anyone would worry what the difference is between England, GB, the UK and the British Isles.'

B. Use LI & SC that are Open-Ended

Using LI & SC that encourage multiple ways to respond can increase your students' level of interest. For example:

Odd One Out

'England, GB, UK and the British Isles: which is the odd one out and why?' (NB. You can find out more about the Odd One Out strategy in *Challenging Learning Through Dialogue*, Chapter 9) **REF 38**

Fermi Questions

Create a Fermi Question (see *Challenging Learning Through Questioning*), **REF 39** for example: 'How many professional athletes are there in each of England, GB, the UK and the British Isles?'

Focus on Process

Set up an activity that requires your students to question the process as well as engage in the content. For example: 'Out of England, GB, the UK and the British Isles: decide which is best and say why.' To achieve this SC, your students will need to determine what is meant by 'best' – for example, best place to go on holiday, best economy, best sport, best music, best place to be a young person etc.

4.2.4 Break the Formula

It is a mistake to think that every lesson should begin with a full set of LI and SC. That can lead to very formulaic and predictable lesson introductions (though of course this might not be a bad thing, depending on the age, aptitude and specific needs of your students).

Generally though, it is a good idea to vary the way in which lessons begin. So when it comes to LI and SC, it might sometimes be more appropriate to start with an open question that leads to exploration rather than start with a pre-determined path that LI & SC tend to describe. Or you could have an open beginning and then identify the LI and SC when your students are more familiar with the subject matter.

Here, then, are some suggestions for ways in which to vary the timing and use of LI and SC:

A. Stimulus first, LI & SC second

Begin with a stimulus (e.g. image, story or drama). Draw out the key concepts then ask your students to select the 'best' one (this might require some SC for identifying the 'best'). From there, you could invite your students to create some questions worth exploring. Once your students are immersed in this activity, you could then ask them to identify the learning that is taking place and ask them to set targets for the end of the lesson or topic

For example:

LI: to understand the difference between nationality and identity

SC: 1) identify the nationalities of Adele, Tom Jones, Ronan Keating, Snow Patrol and Franz Ferdinand; 2) suggest why Adele is more likely to say she is British than the members of Franz Ferdinand are; 3) create a Venn diagram to show the difference between nationality and identity

B. LI & SC in review

Immerse your students in an exciting, all-consuming activity without any preamble or goal setting. Then when they start to tire or drift off task, ask them to reflect on what they have been doing and to generate the LI and SC in review.

C. Steer clear of content-driven LI & SC

As you can see from the house-drawing and essay-writing examples in Section 4.0, it is often very effective to give LI & SC that connect clearly to the mastery of content and skills. However, some students will see this as a pre-ordained path from which they should not veer (though you can limit the frequency of this response by following the advice given in Chapter 5).

If you mix in some LI and SC that are process-driven then you can prevent your students from approaching the lesson as if it were a tick-box exercise. For example:

LI: To collaborate effectively together to identify what we want to know about the different countries of the British Isles

SC: 1) In groups, each individual should share at least one thing that interests them about the topic. 2) As a group, sort the questions you have created (e.g. open/closed, easy to answer/ difficult to answer, interesting/dull). 3) As a group, plan your learning and identify the steps you will need to take to achieve the Learning Intention.

4.2.5 Customise and Adapt

Returning to the story of the history criteria created by Frank Egan (Section 4.0.7), what Frank found was that all of his students benefitted initially. However, after a while it became apparent that some students had outgrown the original list whereas others were still struggling to understand every aspect of it. So this is where matching different goals to different students became the key.

There are of course many ways to personalise LI And SC to suit your students. Here are just a few examples:

- Give some students a long list of criteria and others a shorter list

- Add some extension tasks to the SC for your more advanced students (there are lots of examples in the sample SC in sections 4.4 and 4.5)

- Differentiate by outcome – that is to say, give all your students the same list of SC but expect the quality and quantity of responses to differ – perhaps considerably (though of course, don't let your expectations of difference negatively affect how your students respond to the tasks)

- Give a full list of SC to some students, a half list to others for them to complete and ask the most advanced to create their own set of SC

With all these examples, it is worth noting that they are focused on engaging and challenging every student at their level. They should not be used as a way of labelling or grouping according to levels of ability that are presumed (or perceived) to be static. It is our task as educators to take our students beyond their current levels of competence so the LI and SC we ask our students to engage with should always be just beyond what they can do now (in other words, the LI and SC should take them into their 'Wobble Zone'). See *Challenging Learning, 2nd Ed* page 52-76 for more about 'making students wobble'. **REF 40**

4.2.6 Preview

Previewing a topic before it is due to start is a very effective way to engage your students and increase their learning. Indeed, John Hattie identified some studies in his database that show previewing topics can have an effect size of 0.9. **REF 41** This compares very favourably with the typical outcome of all effects found in the 65,000 studies that Hattie has analysed so far, which is ES = 0.4. In other words, previewing a topic can help your students make more than double the usual amount of progress!

In this context, previewing means looking ahead to see what is coming next so that your students are better able to prepare for their learning.

When we were teaching full time, we (the authors of this book) would devote a small amount of time every week to previewing the topics that would be covered the following week. So, for example, if we were going to begin a new topic on tourism, we would ask our students

Making sure that some Learning Intentions and Success Criteria include a focus on something other than content (e.g. skills or attitudes) will make them more appealing to students.

Learning Intentions and Success Criteria should be individualised as much as possible.

Previewing (looking ahead to see what will be studied in the next lesson) can have a significantly positive effect on learning.

a) what they *wanted* to know about tourism, and b) what they thought we *should* know about tourism by the end of the unit. We would then list the questions on the board, group them into units of work (or lesson plans) and, if there was time, begin some initial research. Of course then some of our students would do some preliminary research over the weekend to prepare for the following week. For others, we would set up preview clubs (much the same as after-school sports or arts clubs but with a focus on previewing lessons) and for others still, we would contact the students' parents to encourage them to support their child's learning. You can read more about Preview and the way to support ALL students in *Challenging Learning 2nd Ed*, page 42-44. **REF 42**

Of the many benefits to previewing, we found the following to be particularly relevant:

> **Previewing motivates students because they feel more involved in the planning and decision-making about their learning.**
>
> **Previewing gives students the opportunity to prepare better for lessons. Too often, students do not know what's coming up until the moment the lesson begins. Whereas previewing allows thinking time, opportunities to do some preparatory research and the possibility of approaching lessons in a prepared state of mind.**
>
> **Previewing can allow parents to support their children's learning more effectively. So, rather than feeling disconnected from their child's schooling, parents are given the opportunity to engage more in child's studies.**
>
> **Previewing can be particularly effective for students who are finding it difficult to keep up with their classmates. By giving these students a 'head's up' on what is coming next, a sense of confidence as well as a head start is generated. This in itself makes previewing – even with just a small group - worthwhile.**

Taking all this into account, it appears that one of the best times to share LI and SC is as part of a preview activity. Of course, this might not always be appropriate but when it is then it is definitely to be recommended – even if that is just for those students you feel need a little boost to catch up.

4.2.7 Make LI & SC Worthwhile!

There is very little point in spending time and effort preparing excellent LI and SC if you don't then refer to them during the lessons! The whole point of them is to give your students a clear set of expectations for the lesson, and to help them to give feedback to themselves and each other. However, if LI and SC become merely a routine for the beginning of lessons (as we have seen time and again in classrooms in the UK) then they will lose their very potency.

Learning Intentions and Success Criteria should be referred to throughout the learning process – not just at the beginning and end.

So once you have set, created or agreed the LI and SC then ensure that you make good use of them by:

4.2.7.1 Using LI & SC to generate questions

Make the LI & SC the focus for your supplementary questioning.

For example:

- What have you found out about the British & Irish Lions so far?
- How many of you have discovered the difference between GB and the UK so far?
- Who could give me a suggestion as to why our Learning Intention is important to a lot of people?
- Which of the singers we identified belongs to the most number of categories between English, British, UK citizen and part of the British Isles?

Learning Intentions and Success Criteria should be used to generate relevant and thought-provoking questions.

4.2.7.2 Using SC to identify how much progress individuals have made

----

Using the SC to ascertain how much progress individual students have made so that you can decide whether to offer more support or more challenge.

For example:

> A supporting question might be: The British & Irish Lions are made up of players from 5 countries. I think you've identified 3 of those countries so far. Can you find the other 2?

> A challenging question might be: If Scotland had voted for independence in 2014, how do you think that would have affected England, GB, the UK and the British Isles?

4.2.7.3 Using LI & SC to review learning

When you prompt your students to review their learning then of course the LI and SC should feature prominently in their thinking.

Example questions would include:

- How much progress do you think you've made towards our Learning Intention?

- Which SC did you find easy to achieve? Which ones were more challenging?

- What strategies for learning did you use to make progress towards our learning intention?

- What was the most interesting thing you found out about the differences between England, Great Britain, the United Kingdom, and the British Isles?

- What questions do you have now that you would like us all to try to answer next time?

4.2.8 Use SC to Generate Feedback

This might not be 'saving the best 'til last' but it is most definitely saving the most important until last. If the SC are not used as a focal point for feedback then we really are missing a trick! That's why this chapter about LI and SC is the most comprehensive in the whole book. Learning Intentions help to answer the first feedback question: What am I trying to achieve? Then the Success Criteria should help your students to answer questions 2 and 3:

1. What am I trying to achieve?

2. How much progress have I made so far?

3. What should I do next?

As we showed with the house-drawing exercise (See 4.0), suitable Success Criteria can mean the difference between good feedback and bad. Or in fact: between good feedback and no feedback at all.

So make sure your students always relate their feedback to the Learning Intentions and Success Criteria!

Learning Intentions and Success Criteria can help students identify how much progress they have made so far and what their next steps could be.

Learning Intentions and Success Criteria can give students the right language and focus with which to review their own learning journey.

Learning Intentions and Success Criteria are there to improve the quality of feedback!

4.3 HOW TO DESIGN EFFECTIVE LI AND SC

> Remember that Learning Intentions and Success Criteria should always be:
> - Understood by your students
> - Matched to each individual's needs
> - Connected to big, worthwhile ideas
> - Meaningful to your students' lives

Here then is a guide to designing the most effective Learning Intentions and Success Criteria:

1. Know, Understand and Be Able To

Designing effective learning intentions should start with these questions:

- What do I want students to know?
- What do I want students to understand?
- What do I want students to be able to do?

Indeed, if you make sure *all* Learning Intentions are framed around 'to know', 'to understand' or 'to be able to' then you won't go far wrong. Sticking to this convention will also link your students' learning with The SOLO Taxonomy (Biggs & Collis, 1982).

For example, by the end of the lesson, activity or topic, the learning intention is for your students to:

Learning Intention Term	SOLO Stage(s)
Know …	Unistructural and Multistructural
Understand …	Relational
Be able to …	Extended Abstract

It can sometimes feel awkward to restrict yourself to these three terms (to know, to understand, to be able to) when writing Learning Intentions. However, time spent on this preliminary step is in itself excellent professional learning. Indeed, some schools make this the focus of planning days. The result, they claim, is that staff have a better understanding of the curriculum and increased confidence in the consistency of approach across the school.

Knowledge

Being specific about the kinds of knowledge you want your students to gain should help you to design productive and varied learning intentions.

For example, you could consider:

- Knowledge **about** a particular topic *(e.g. know about the difference between GB, the UK and the British Isles)*
- Knowledge of **how** something is done *(e.g. know how to read a map to show where GB, the UK and the British Isles are)*
- Knowledge of **why** something is important *(e.g. know why it is important to be able to distinguish between GB, the UK and the British Isles)*
- Knowledge of **what** causes something (know what caused the creation of the different regions)

Understanding

Understanding builds on knowledge and requires some form of intellectual processing.

For example, your students might be able to list the causes of an historical event (thereby showing knowledge of them) but for them to *understand* the causes will require analysis and interpretation.

Learning Intentions and Success Criteria should identify what students should know …

… what they need to understand …

This makes understanding more demanding than knowledge. So when you design learning intentions, try to create a balance of knowledge and understanding so there is an opportunity for all of your students to engage.

Examples of learning intentions focused on understanding include:

- Understand the **causes** of an historical event

- Understand the **effects** of diet on health

- Understand how **persuasive** language can encourage readers to agree with the author

- Understand how the Web can be used for **research** purposes

- Understand **what happens** when our bodies consume carbohydrates

- Understand why X **causes** Y

- Understand the **significance** of symbolism in religion

Skills (To Be Able To)

Learning intentions that focus on skills always begin with the words 'to be able to' followed by a verb.

... and what they could do to reach their learning goal.

For example:

- To be able to **write** a recount

- To be able to **solve** a problem using more than one strategy

- To be able to **work** as part of a team

- To be able to **identify** persuasive strategies used by the author or an argument

- To be able to **experiment** with a variety of media in order to achieve a stated effect

Often learning intentions that focus on skills will also imply the acquisition of certain knowledge or understanding. For example, to be able to write a recount, students would need knowledge of the structures and features of a recount. This is another reason why The SOLO Taxonomy is a usual reference point for writing Learning Intentions.

2. Writing Learning Intentions

Here are some ways to improve the style and quality of learning intentions.

A. Set the Learning Intention in Context

- Link the Learning Intention to the bigger picture (e.g. to be able to use a number line to help us divide numbers)

- And/or connect the Learning Intention to prior learning (e.g. having learnt how to use a number line to divide by 2, we are now aiming to be able to use a number line to divide by 3)

- Link the learning to the long-term aims for your students (e.g. to be able to use a number line to help us develop our numeracy skills)

Learning Intentions will be more relevant when they include clear links with past and future learning.

B. Use SMART* Learning Intentions

SMART is a mnemonic acronym that sets out criteria for achieving goals, particularly in the workplace. The S normally stands for Specific; the M generally stands for Measurable. The other letters have different meanings for different authors. For us in this context, SMART stands for Learning Intentions that are:

Learning Intentions should be SMART: Specific, Measurable, Aspirational, Relevant and Timely.

Specific – LI should be clearly defined and concise

Measurable – LI should have aspects that can be 'measured' so that your students have a sense of how much progress they've made so far

Achievable or Aspirational – depending on your purpose, LI should be challenging enough to engage your students but realistic enough to give them some chance of success. Other times,

LI should be Aspirational rather than achievable so that they help your students aim higher than they ever thought was possible.

Relevant – LI must be relevant to your students' current stage of learning so that they build on past knowledge, understanding and abilities and build towards further exploration and engagement.

Timely – LI should be timed just right so that they capture the interest of your students. For example, they should be connected to a hot topic, current affairs, an issue that has been circulating around in school recently, or come from questions that your students have asked spontaneously as part of some other learning.

C. Use Child Friendly Language

- Keep the Learning Intention clear and meaningful in language that is appropriate for the age and stage of your students

- Increase your use of technical terms as your students become more able to understand and deal with them

D. Use Words Associated with Learning

- Clear Learning Intentions should help your students to focus not just on the tasks but also on their learning. They should also give your students a language for learning. It might help to begin with phrases such as:

  We are learning to ... (know, understand, be able to …)

  We are aiming to … (know, understand, be able to …)

  We are challenging ourselves to … (know, understand, be able to …)

  We are discovering how to … (know, understand, be able to …)

Learning language we have used in the example Learning Intentions in Part 4.4 include:

1. Divide
2. Identify and name
3. Write and create
4. Plan and produce
5. Understand the properties
6. Know the reasons
7. Control and play safe
8. Create
9. Understand effect
10. Compose
11. Compare
12. Difference
13. Similarities and differences
14. Understand significance
15. Key events
16. Understand why
17. Know about
18. Know about

Learning Intentions should be student-friendly.

Learning Intentions should include 'learning words' such as thinking, learning, trying, focussing, giving reasons and understanding.

4. Goals Before Feedback

Learning language we have used in the example Learning Intentions in Section 4.5 include:

1. Understand how
2. Use and construction
3. Understand what
4. Significance
5. Effects
6. Plan and adapt
7. Produce
8. Receive
9. Structure
10. Identify differences, causes and consequences
11. Many forms

You will also find inspiration for the sorts of learning words you might use by looking at our analysis of Bloom's Taxonomy in Section 5.2

E. Display the Learning Intention

- Display the Learning Intention(s). They can provide a reference point for your students throughout the learning process – and be a particularly useful guide when your students generate feedback for themselves and each other

Make sure that students can refer to the Learning Intentions throughout the learning process.

3. Designing Effective Success Criteria

Here are some ways to improve the style and quality of success criteria:

A. Link the Success Criteria to the Learning Intention

- Success Criteria should summarise the key steps or ingredients your students will need to achieve the learning intention
- The criteria should always flow from the Learning Intention and include the main things to do, include or focus upon
- Keep the focus more on the learning than on the doing

Success Criteria should show the steps needed to achieve the Learning Intention.

B. Create a Balance of Success Criteria

- Vary the focus for Success Criteria so that over a week or two, you have used words that emphasise learning, knowledge, understanding, thinking strategies and skills (See Sections 5.2 and 5.3 for inspiration)
- Make sure some Success Criteria are process-driven. Indeed, this would be the case more often than not in maths. For example:

When viewed together, multiple sets of Success Criteria should include a broad range of attitudes, skills and knowledge.

Learning Intention

To be able to multiple 2-digit numbers using partitioning

Success Criteria

i. Write down the multiplication number sentence.
ii. Partition the biggest number into tens and units.
iii. Multiply each partitioned number by the multiple.
iv. Add the answers together to the find the overall answer.
v. Complete the number sentence.

Worked Example

    i.   35 x 3 =

    ii.   35 into 30 and 5

    iii. 30 x 3 = 90, 5 x 3 = 15

    iv. 90 + 15 = 105

    v.   35 x 3 = 105

C. Model Success

Success Criteria can be brought to life through the sharing of WAGOLL (What A Good One Looks Like) examples.

- Your students need a good idea of what a successful outcome is like.

- You can share the standard you are expecting by using examples linked to the success criteria. For example, you could show 3 pieces of work describing one as average, one as good and one as excellent. Remember to make the link between the success criteria and your judgement of each piece of work.

- This works equally well with performance-based learning. You could show video clips or invite live performances of varying degrees of success. Again, remember to link your judgement clearly to the success criteria.

D. Involve Your Students in Creating Success Criteria

Sometimes it works best to share What A Good One Looks Like first and then ask students to create the Success Criteria.

- Involve your students in the process of identifying success criteria by asking them what actions would need to be taken in order to reach the learning intention.

- Share 2 or 3 completed examples of varying quality and ask your students to identify the success criteria that could've been used to make judgements about quality.

- Provide the first 2 or 3 success criteria and then ask your students for suggestions about additional criteria.

E. Personalise Success Criteria

As with Learning Intentions, the best Success Criteria are tailor-made to match individual's learning needs.

- One size does not fit all! Ideally your LI and SC will be individualised to accommodate the varying stages of development of your students.

- Use effective questioning techniques to more closely identify what individual students need in terms of support and challenge.

- Teach your students how to generate their own success criteria so that they can independently create their own set.

- Use tools such as the Learning Challenge (see Sections 6.1 and Chapter 8) to help students clarify where they are in their learning journey and which success criteria would help them next.

4.4 EXAMPLE LI & SC TO USE WITH 5-11 YEAR OLDS

Here are some examples of Learning Intentions (LI) and Success Criteria (SC) the authors of this book have used recently with students.

Seeing as stage of development is arguably more important than chronological age, we have given an age range purely as a loose guide.

The underlined words show the main 'language for learning' verbs (see Section 4.3.2D) we have used.

The *bullet points in italics* are suggestions for extension criteria (see Section 4.2.5)

The underlined words identify the 'learning language' that can be used to teach students 'how' to learn (as well as what to learn).

4.4.1 MATHS: DIVISION

6-8 year olds

Learning Intention

To be able to use a number line to divide whole numbers

Success Criteria

(To achieve our learning intention) We will:

- Start from 0 and jump in steps according to the number we are dividing by (e.g. jump three steps when dividing by 3)

- Stop 'jumping' when we reach the 'big' number we are dividing into

- Count how many jumps we made to get there


15 ÷ 5 =

4.4.2 MATHS: EQUIVALENT FRACTIONS

7-8 year olds

Learning Intention

To be able to identify and name equivalent fractions (for example, 1/2 (half) is the same as 2/4 two quarters)

Success Criteria

To achieve our learning intention, we will:

- Use objects or drawings to show equivalent fractions
- Explain to others how equivalent fractions have the same value
- Show examples of equivalent fractions in number form
- Write a story using equivalent fractions

$$\frac{1}{4}$$

$$\frac{1}{8}$$
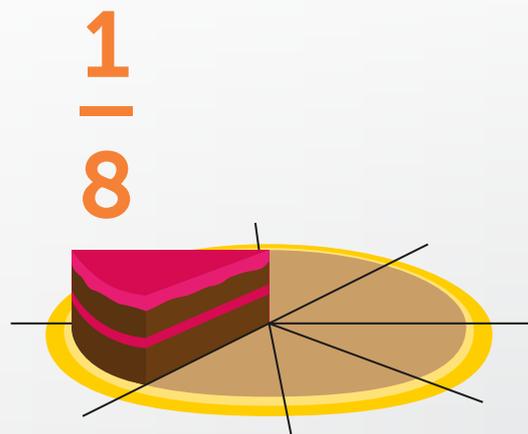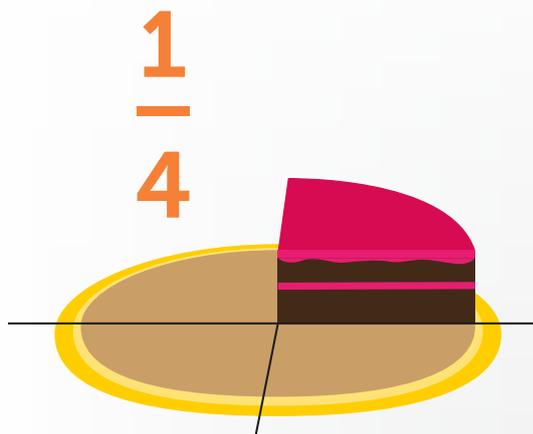
4.4.3 LITERACY: SCARY STORY

8-10 year olds

Learning Intention

To be able to write a mystery story that uses descriptive words to create a scary atmosphere

Success Criteria

(To achieve our learning intention) We will:

- Set the scene in the opening paragraph
- Build up tension, suspense and wonder
- Use spooky adjectives and powerful verbs and adverbs
- End with a cliff hanger
- Decide *which 5 words you've used are the most effective at creating a scary atmosphere*

4.4.4 LITERACY: RECOUNT WRITING

Learning Intention

To be able to plan and produce a piece of recount writing

Success Criteria

(To achieve our learning intention) We will:

- Identify the key features and structure of recount writing by examining other texts e.g. diaries, newspaper articles, personal stories

- Use a fortune line (see www.challenginglearning.com) in order to chart the chronology and personal impact of events in the piece

- Write in the first or third person

- Make good use of the past tense

- Accurately use time connectives in our writing

- Focus on specific people or events rather than general topics

- Engage the reader by using descriptive language

- *Discuss with your partner whether future events could ever be included in a piece of recount writing*

4.4.5 SCIENCE: MATERIALS AND THEIR PROPERTIES

Learning Intention

To understand the properties of solids and liquids

Success Criteria

(To achieve our learning intention) We will:

- Correctly sort materials as liquid or solid using a Venn diagram (wood, iron, shampoo, shaving foam, etc.)

- Describe similarities between solids and liquids (e.g. solids and liquids can be measured)

- Describe differences between solids and liquids (e.g. you can pour liquids but not solids)

- Classify items such as sponge, rice and sand

- *Determine what something is called if it is neither a solid nor a liquid*

4.4.6 HISTORY: SETTLEMENT

Learning Intention

To know that people have been moving between different areas throughout history and for different reasons

Success Criteria

(To achieve our learning intention) We will:

- <u>Locate</u> places on a map to show journeys people you know have taken

- <u>Discuss and relate</u> our own experiences of moving home

- <u>Summarise</u> the different reasons why people might move

- <u>Outline</u> the journeys made by some of the groups we have studied in the past (e.g. Romans and Vikings)

- <u>Distinguish between</u> words such as 'settlement, emigration, immigration and refugee' and how these are different from words like 'invasion and conquest'.

- *<u>Imagine and describe</u> how you would feel if you had to move from one country to another. Say how this would be different from choosing to travel.*

4.4.7 PHYSICAL EDUCATION: HOCKEY

Learning Intention

To be able to control the ball when dribbling, and to play in a safe way

Success Criteria

(To achieve our learning intention) We will:

- <u>Hold</u> the stick in two hands at all times

- Use the stick to <u>maintain</u> control of the ball

- Keep our head up to <u>avoid</u> collisions with other people

- <u>Change</u> direction to move between markers

- <u>Stay safe</u> by using the equipment correctly

- *<u>Suggest</u> which drills would be the best for improving our technique*

4.4.8 ICT: CREATING PICTURES

Learning Intention

To be able to use information communication technology (ICT) to create pictures

Success Criteria

(To achieve our learning intention) We will:

- Identify how ICT can be used to create pictures

- Select appropriate tools to create pictures that communicate ideas (e.g. Control the pen and use the 'flood fill' tool to create visual affects; Use the 'straight line, geometric shapes' and 'flood fill' tools to match their purposes; Use the 'spray' tool

- Choose colours and patterns to match their purposes

- Show that you can store your work using the 'save as' command

- *Suggest how ICT has helped you and how it has hindered you in this lesson*

4.4.9 ART: VISUAL INTERPRETATION

Learning Intention

To understand the differences in effect of a photograph and a drawing of the same image

Success Criteria

(To achieve our learning intention) We will:

- Identify similarities and differences between the drawing and the photograph

- Predict which medium is best for different purposes

- Explore the cross-over between photographs and drawings

- *Propose which is the best way to record real life and say why*

4.4.10 MUSIC: COMPOSING

Learning Intention

To be able to compose simple rhythms and melodies

Success Criteria

(To achieve our learning intention) We will:

- Identify the value of notes regarding their time value

- Recognise a minim and quaver represent in the music world

- Identify the symbol for rest

- Construct, write and play a simple written rhythm

- *In pairs, combine your compositions to form a new composition*

4.4.11 GEOGRAPHY: A VILLAGE IN INDIA

Learning Intention

To be able to use maps to compare the difference between two localities

Success Criteria

(To achieve our learning intention) We will:

- Locate the UK and India

- Draw a local map of our location and one of Chembakolli showing an awareness of main human and physical features in both localities

- Prepare a simple route map and commentary to show a route to India

- Describe what we think Chembakolli village is like

- *Guess the type of person who would prefer to live in Chembakolli and the type of person who would like to live in our locality*

## 4.4.12 GEOGRAPHY: MAPS & SCALES

Learning Intention

To know how scale influences what is shown on a map

Success Criteria

(To achieve our learning intention) We will:

- <u>Compare</u> the similarities and differences of maps with different scales

- <u>Draw</u> the same three features (e.g. a house, a bridge and a school) as they would appear on three different maps with different scales

- <u>Predict</u> which features would appear on large-scale maps compared to those that would appear on small-scale maps

- *<u>Assess</u> the problems Google and other companies encounter when creating maps*
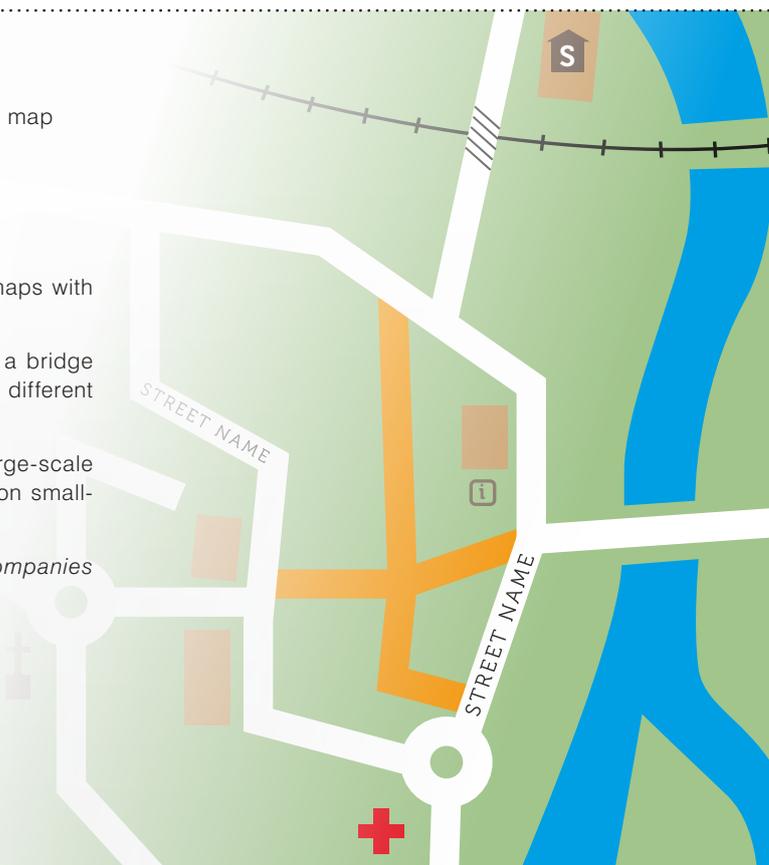
4.4.13 PERSONAL, SOCIAL AND HEALTH EDUCATION

Learning Intention

To understand some of the similarities and differences in our community

Success Criteria

(To achieve our learning intention) We will:

- <u>Recognise</u> that there are similarities and differences between all of us

- <u>Accept</u> that different things contribute to our identity including our membership to different groups

- <u>Listen</u> respectfully to the viewpoints of others and speak with care and kindness

- <u>Give examples</u> of basic needs and rights of all humans

- <u>Demonstrate</u> respect for differences and communicate this with others

- <u>Acknowledge</u> that some people are threatened by difference

4.4.14 CHRISTMAS

Learning Intention

To <u>understand the significance</u> to Christians of the key features of the nativity story

Success Criteria

(To achieve our learning intention) We will:

- <u>Identify and explain</u> the symbolism conveyed by the characters in the story (e.g. ordinariness of shepherds representing common man, 3 wise men representing the 3 known continents at the time of Asia, Africa and Europe, and so on)

- <u>Empathise</u> with the feelings and responses of the characters in the nativity story

- *<u>Describe</u> on the meaning of the nativity story saying how important the symbolism is*

4.4.15 EASTER

Learning Intention

To know the key events of Palm Sunday

Success Criteria

(To achieve our learning intention) We will:

- <u>Connect</u> the Palm Sunday traditions with the story of how Jesus was welcomed as the Messiah (he's not the messiah; he's a very naughty boy)

- <u>Recount</u> the story of Palm Sunday

- <u>Summarise</u> the story, noting the most significant parts

- <u>Explore</u> the feelings of Jesus and the crowd as he faced death

- *<u>Find examples</u> of similar traditions in other religions*

4.4.16 EID

Learning Intention

To <u>understand why</u> Muslims celebrate Eid

Success Criteria

(To achieve our learning intention) We will:

- <u>Demonstrate</u> an understanding of the key points raised in the Eid video

- <u>Generate questions</u> about the video

- <u>Explore and give reasons why</u> Muslims celebrate Eid

- <u>Describe</u> the key events and activities during Eid and the reason for their significance

- *<u>Compare</u> what a Christian does during a celebration day with what a Muslim does during a celebration day by making timelines*

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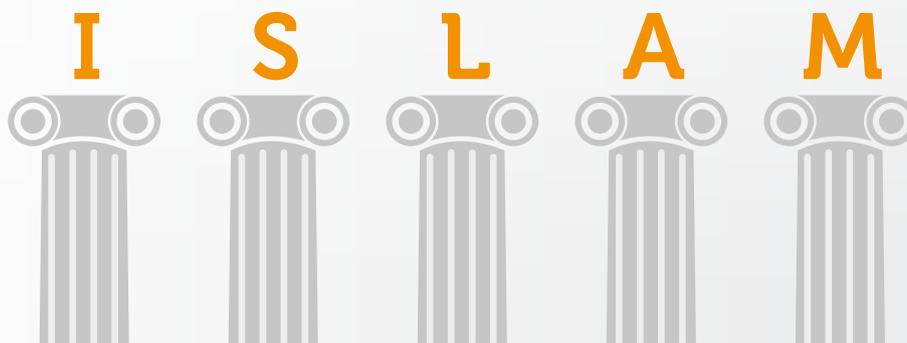
4.4.17 DIWALI

Learning Intention

To know the story of Rama and Sit

Success Criteria

(To achieve our learning intention) We will:

- <u>Identify</u> key events associated with the story

- <u>Explain</u> the moral of the story

- <u>Recount</u> the story using text and pictures

- *<u>Account fo</u>r the feelings and motivations of the characters*

4.4.18 RELIGIOUS STUDIES: HINDUISM

Learning Intention

To know about some significant aspects of Hindus' belief in God

Success Criteria

(To achieve our learning intention) We will:

- <u>Explain</u> the beliefs which underlie the Hindu concept of God

- <u>Describe</u> the 'aum' symbol and its <u>significance</u> for Hindus

- <u>Reflect</u> on different ways of expressing beliefs about God

- <u>Use</u> religious words accurately when explaining the meaning of worship

- <u>Identify</u> the names of some of the Hindu Gods and Goddesses

- *<u>Find links</u> between the Hindu Gods and the Viking and Roman Gods that we studied last year*
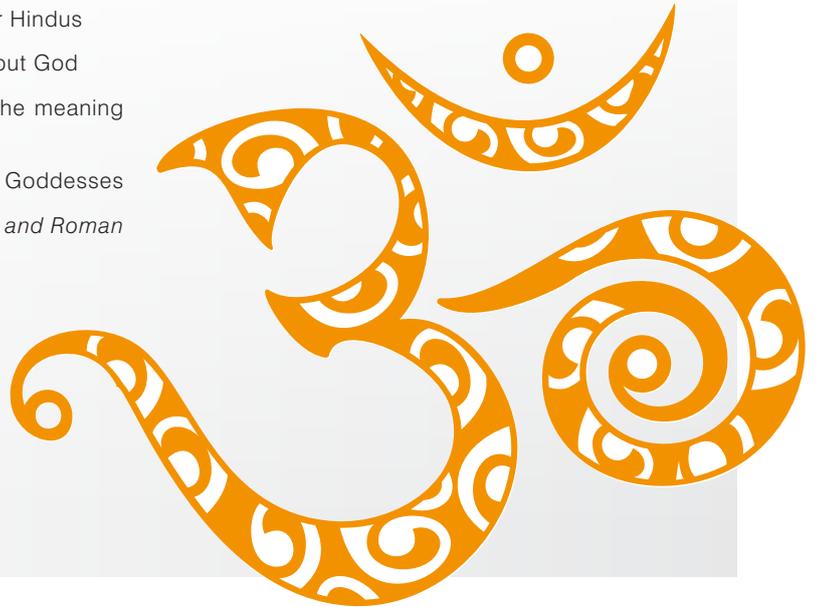
4.5 EXAMPLE LI & SC TO USE WITH 11-18 YEAR OLDS

Here are some examples of Learning Intentions (LI) and Success Criteria (SC) the authors of this book have used recently with secondary school students.

Unlike with the primary school examples, we have not identified any age ranges. This is partly because 'stage' is more influential than age but also because the secondary school teachers we know teach right across the age range and will therefore know which of their students the examples will work best with.

In this set of examples, the <u>underlined words</u> do not refer to the language of learning as they did in Section 4.4. Instead they show the attitudes that could be part of ASK Model lessons (see Section 5.4 to read about the ASK Model)

The underlined words in this section show an emphasis on 'Attitudes'.

The *bullet points in italics* are suggestions for extension criteria (see Section 4.2.5)

4.5.1 MATHS: TRIGONOMETRY

Learning Intention

To understand how to use sine, cosine and tangent

Success Criteria

To achieve our learning intention, we will:

* Locate the sine, cosine and tangent in a right angled triangle

* Explain what 'sohcahtoa' stands for

* <u>Strive for accuracy</u> when solving problems using trigonometric ratios

* *Justify why the sin, cos and tan functions are important*
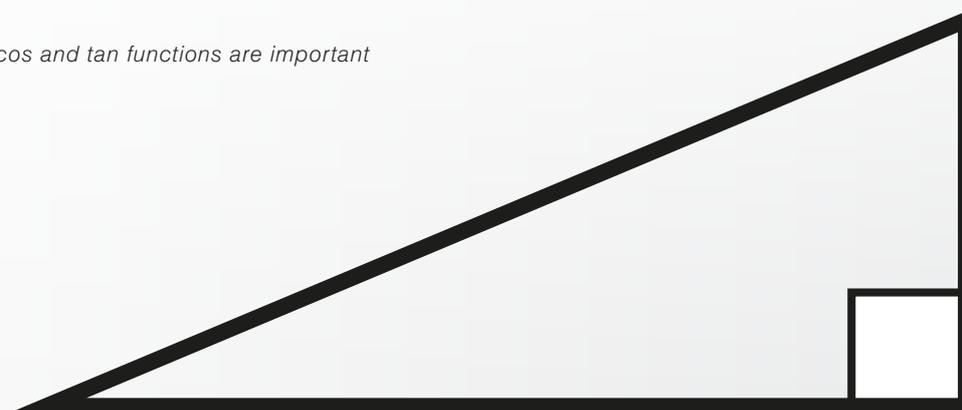
4.5.2 LITERACY: METAPHORS AND SIMILES

Learning Intention

To understand the use and construction of metaphors and similes

Success Criteria

To achieve our learning intention, we will:

- Identify what a simile is and what it does

- Identify what a metaphor is and what it does

- Compare and contrast similes and metaphors and their uses and effects

- Recognise metaphors within a piece of text (Shakespeare's sonnet 73)

- <u>Confidently</u> discuss Shakespeare's use of the metaphors in the sonnet

- *Write 3 of our own metaphors based upon 3 examples from the Shakespearean sonnet and their meanings*

4.5.3 SCIENCE: FORCES

Learning Intentions

To understand what 'up thrust' is and how it affects objects immersed in water

Success Criteria

To achieve our learning intention, we will:

- Explain the link between 'up thrust' and an object's weight

- Justify why all objects weigh less in water than they do in air

- Predict how much an object 'weighs' when floating in water

- <u>Show determination</u> in establishing the causal link between an object's density and whether or not it floats

- Formulate the relationship between mass, density and volume

- *Contrast the differences between the effect on weight when in water compared to when 'walking' on the moon*

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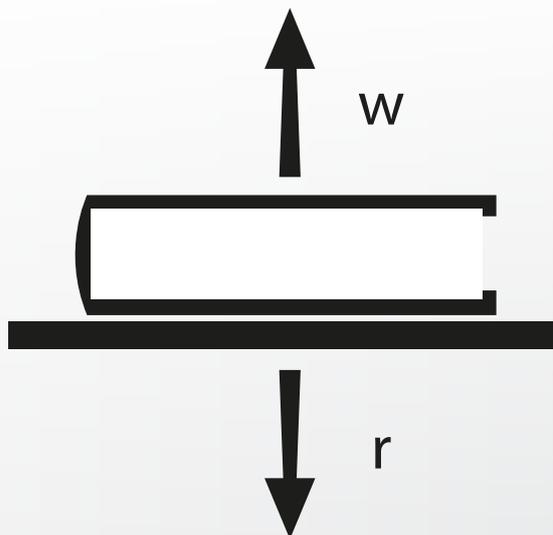
## 4.5.4 RELIGIOUS STUDIES: PLACES OF WORSHIP

Learning Intention

To <u>show respect for others</u> by explaining the significance of key features of a place of worship in Judaism, Christianity and Islam

Success Criteria

To achieve our learning intention, we will:

- <u>Demonstrate respect for</u> each of the world religions included in this study

- Analyse pictures and diagrams of places of worship across the world

- Locate the parts of a place of worship and explain their significance

- Ask appropriate questions about the place of worship and select relevant information to answer them

- Construct a Venn Diagram to show the similarities and differences of the key features between the different religions mentioned

- *Imagine and plan a new place of worship with labels and explanations for each design feature.*
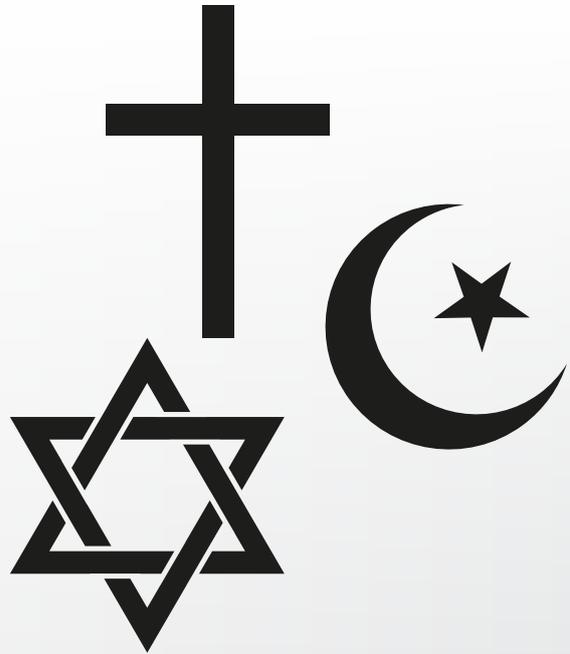
4.5.5 HISTORY: SLAVERY

Learning Intentions

To know about the effect of slavery on indigenous groups in Africa

Success Criteria

To reach our learning goal, we will be able to:

- Use a range of maps to locate some of the different regional groupings across the African continent

- Relate the main differences in features of regional groups (e.g. North African and Sub-Saharan) to the physical environment

- Illustrate with reference to European shipping routes and trade winds which regional groups were most at risk from slave traders

- <u>Show sensitivity by using respectful language</u> to describe the negative effects of slavery

- *Construct an overview of fifteenth century African society*

4.5.6 PHYSICAL EDUCATION: STRATEGY

Learning Intentions

To be able to plan and adapt strategies that take account of your own strengths and weaknesses, and changing conditions and situations

Success Criteria

To achieve our learning intention, we will:

- Select appropriate approaches for the event

- Distribute effort effectively within a competition

- Choose when to use power and when to use greater control

- Vary pace while keeping our form

- <u>Take responsible risks</u> in varying effort, speed and power to identify the effect on performance

- Decide upon starting positions for different tasks and events

- *Think about how to split distance or time in terms of effort, speed and individual share*

- *Discriminate between technical control and power in throwing events*

4.5.7 ICT: FILM MAKING

Learning Intention

To be able to produce creative and effective short online films

Success Criteria

To achieve our learning intention, we will:

- Highlight in the script the words and phrases that should be emphasised in the film

- Plan the film schedule to ensure the footage will bring the script to life

- Record clearly spoken audio tracks (loud, clear, appropriate pace and expression)

- <u>Persevere</u> with edit after edit until the film is just right

- Edit the film to ensure it flows in a way that voices and visuals are highlighted

- Add appropriate transitions, text, music and sound effects

- <u>Learn from previous mistakes</u> by ensuring that extra effects add to overall effectiveness rather than distract or detract from the main message

- Export the film in a format that can be readily played on mobile devices

4.5.8 ART: IMPACT ON THE AUDIENCE

Learning Intention

To understand how an audience might perceive our work

Success Criteria

To achieve our learning intention, we will:

- Discuss our use of photographic and digital imaging techniques and how these provide different ways to represent life

- Analyse how we have used visual and tactile qualities in our work

- <u>Contribute constructively</u> to pair or group activities

- Evaluate our own work and the ways in which we have sought to connect with our audience

- Ask questions about others' work using appropriate terminology

- Explain how our images symbolise personal interests

- *Predict what overall impact our work has on others*

- *Be aware of how powerfully our work projects the sense of self to others*
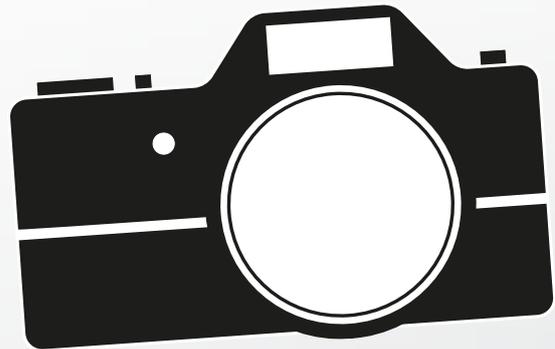
4.5.9 MUSIC: TERNARY FORM

Learning Intention

To understand ternary form as a musical structure

Success Criteria

To achieve our learning intention, we will:

- Sing and play music in ternary form recognising when the first section is repeated by emphasising the beginning of the repeat

- Compose music using ternary form making contrasted sections with some musical links

- <u>Encourage others</u> to perform

- Listen to and analyse examples recorded using ternary form

- *Identify any other music that uses two main ideas, e.g. verse and chorus*
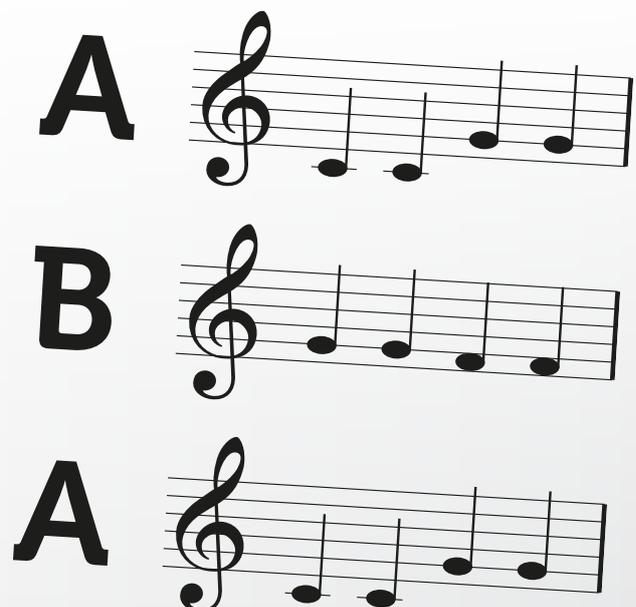
4.5.10 GEOGRAPHY: BRAZIL

Learning Intention

To know some of the regional differences of Brazil, together with their causes and consequences

Success Criteria

To achieve our learning intention, we will:

- Name and locate the five regions of Brazil, noting their key human and physical features (e.g. gas, oil, population density)

- Summarise key points in note form on an outline map showing regions or produce verbal report on this for TV or radio

- Compare and contrast in depth two regions in Brazil

- Describe, explain and compare in discussion and in continuous writing the causes and effects of changes in population in two of the selected regions.

- *Rank the 5 regions according to criteria you select and then be a critical friend when listening to the choices made by other groups*

4.5.11 PERSONAL, SOCIAL AND HEALTH EDUCATION: CONFLICT & RESOLUTION

Learning Intention

To understand what conflict is in its many forms

Success Criteria

To achieve our learning intention, we will:

- Work together to discuss and question our interpretation of conflict in the pictures

- Consider other situations of conflict we know about including local, regional, national and international situations

- Define conflict

- Justify and criticise the causes of conflict

- Question your own response to conflict recently and think how you could make changes in future

- Explain how conflict begins and how it can affect different communities

- *Decide if conflict is always a bad thing or not*