

## Learning Intentions and Success Criteria

(Recommended reading: "Sharing Learning Intentions" by Ian Smith)

- Good learning intentions (LI) and success criteria (SC) show how skills and understanding can be developed and improved.
- LI and SC help the pupils become more effective learners.

Ian Smith himself notes,

"Writing learning intentions and success criteria is **not easy**...

...because it forces us to 'really, really think' about what we want the pupils to learn rather than simply accepting statements handed on by others." (p14)

### Learning Intentions are:

#### For Teachers...

- what you want the pupils to learn
- a **broad description** of what learners can expect to learn in a specific task, lesson or piece of work
- a **description of the learning** not the task

#### For Pupils...

##### We are learning...

- ...to know
- ...to see how
- ...the ways in which
- ...to understand how
- ...to use
- ...to be able to
- ...to get better at...
  
- LI should be on display visually during the lesson/learning
- Different abilities should be considered when generating and using LI and SC.
- LT should be highlighted near, but not necessarily at, the start of a lesson. It is often appropriate to introduce the lesson with a question or brief activity, demonstration or video clip to get pupils thinking prior to the introduction of the LT.
- LI and SC should be revisited at the end of the lesson or as part of the plenary.

#### Health Warning! -

- It is important to remember that "learning is messy": be aware that not all pupils may always be learning in the way you have planned in your LI and SC. "Often pupils' interests will take them in a different direction, and that is good" (p15).
- A 50 minute period is a very artificial learning timescale created by school timetablers. A "lesson" for one LI may, at times, run to several 50 minute lessons.

**Success criteria are:**

- how the pupils (and teacher) know to what extent the learning has been achieved.
- **specific descriptions of what learners can expect to learn**
  
- SC' main purpose is to **help pupils to improve** rather than simply to monitor their performance.
  
- LTs and SC should be written at the same time so they are as **linked** as possible, (although there is merit in generating SC with pupils by asking them "How will we know if we have achieved this?")
  
- Use pupil friendly language
  
- Avoid just repeating the LI in the SC
  
- Avoid giving the answer to a problem in SC.
  
- Avoid using words like "state", "know" or "understand" in SC
  
- The SC should use words that emphasize knowing, learning, thinking or using skills.
  
- SC need to describe strategies used for success.

Idea 30 of "Sharing Learning Intentions" by Ian Smith suggests the following useful stems to help write success criteria to promote higher order thinking.

**I can...**

|                              |                               |                                 |
|------------------------------|-------------------------------|---------------------------------|
| ○ describe                   | ○ plan                        | ○ classify                      |
| ○ give explanations of       | ○ recognize ways in which     | ○ decide                        |
| ○ give examples of           | ○ tell the difference between | ○ discuss                       |
| ○ identify ways in which     | ○ explain that/what/how/why   | ○ present                       |
| ○ use scientific names for   | ○ can suggest                 | ○ sort                          |
| ○ recognize issues of        | ○ make links between          | ○ determine the key points from |
| ○ show ways of/ways in which | ○ interpret                   | ○ predict that                  |
| ○ identify strategies to     | ○ construct                   | ○ use evidence to work out      |
| ○ recognize the value of     | ○ clarify                     | ○                               |

- Social skills can be targeted using "looks like", "sounds like" and "feels like" SC (p37)
- What will it look like, sound like and feel like if the group is involved in a good discussion?

**Possible success criteria:**

|                               |                          |                         |
|-------------------------------|--------------------------|-------------------------|
| One person talking at a time  | Body language positive   | People asking questions |
| No interruptions or put-downs | Eye contact with speaker | Talking is "on task"    |

## Some Examples of Learning Intentions and Success Criteria from Across the School

| Subject          | Learning Intention  | Success Criteria   |
|------------------|---|--|
| English          | <p>To identify techniques used in the moving image "The Landlady"</p> <p>To prepare a set of notes and quotations for my discursive essay</p>   | <p>I can clearly discuss the techniques used, including: camera angle, sound, props, characters and setting</p> <p>I have taken notes using websites I have researched</p> <p>I have identified appropriate quotations with a note of the sources</p> <p>My notes include information for both sides of the discussion</p>   |
| Maths            | <p>I will learn to use sine or cosine rules to find a side or angle</p> <p>I will learn to work with percentages</p>  | <p>I will be able to calculate missing sides and angles using sine and cosine rules</p> <p>I will be able to apply sine and cosine rules to practical contexts (bearing)</p> <p>I will learn to be able to use compound appreciation/depreciation to calculate new values</p> <p>I will be able to calculate the original value knowing the current value (and percentage increase/decrease)</p>         |
| History          | <p>To broaden our understanding of the causes of World War One</p> <p>To understand why Russia's problems during the war led to a revolution against the Tsar</p>   | <p>I will be able to explain why there was tension between Britain, France and Germany</p> <p>I can explain in detail (in sentences and a minimum of three paragraphs) at least two causes of the revolution.</p>  |
| Modern Languages | <p>Today we will...</p> <ul style="list-style-type: none"> <li>• Review opinion phrases and connectives</li> <li>• Learn some phrases for giving reasons</li> </ul> <p>Today we will learn to say what we eat and drink for breakfast</p> | <ul style="list-style-type: none"> <li>• You can say 2 or 3 sentences about subjects you like and dislike</li> <li>• You can use connectives (and, but, also, because) in your answers</li> <li>• You can recognise and give at least 5 different reasons for your opinions</li> </ul> <p>I can say what I eat and drink for breakfast</p> <p>I can ask others what they eat and drink for breakfast</p> |

|              |   |  |
|--------------|---|--|
| Technologies | <p>You will:<br/>Know why an analysis is an important part of designing a product</p> <p>You will:<br/>Be able to cut the shape of your keytab</p> <p>You will:<br/>Understand the process of evaluating a product to ensure that it meets the design brief and specification</p> | <p>You will:<br/>Be able to describe why analysis is an important part of designing a product</p> <p>You will<br/>Be able to use both a hacksaw and a junior hacksaw</p> <p>You will be able to:<br/>Evaluate your final solution against the specification. You should also have suggested 2 strengths of your solution and improvements you could make to your solution</p>  |
| Geography    | To recognise and understand that the world has many different natural regions (biomes).   | <p>SC: By the end of the lesson you should be able to:</p> <ol style="list-style-type: none"> <li>1. <b>Name</b> the biome Scotland is located in.</li> <li>2. <b>Identify</b> at least 4 other biomes on a world map.</li> <li>3. <b>Describe</b>, in detail, where each of these biomes are located (referring to direction/ latitude data).</li> </ol> <p><u>Literacy, Numeracy and Health &amp; Wellbeing Checks:</u><br/>Can you:</p> <ol style="list-style-type: none"> <li>1. Explain the difference between <b>deserts</b> and <b>desserts</b>?</li> <li>2. Pronounce 'equatorial'?</li> <li>3. Explain what '<b>degrees</b>' refers to in this lesson?</li> </ol> |
| Science      | We are learning to see how electricity can be used to sort elements into different categories   | <p>I can...</p> <ul style="list-style-type: none"> <li>○ set up an electrical circuit to test if a material conducts electricity or not</li> <li>○ draw a diagram of my circuit using appropriate symbols</li> <li>○ create a table with appropriate headings for my results</li> <li>○ use my results to make a general conclusion about which kinds of elements can conduct electricity</li> </ul>   |

## Reference

Smith T (2007). *Sharing learning intentions*. Learning Unlimited. Cambridge Education