

What makes a good Learning Intention

“Learners learn best when they understand what they are learning and what is expected of them.”

➤ **Set the Learning Intention in Context.**

- Make the learning intention clear and link it to the big picture ie the purpose and context of the learning.
- Sharing the learning intention and success criteria with young people is a very powerful tool that can reach out to all learners.
- Link the LI to the overall introduction to the E/Os.

➤ **Use SMART Learning Intentions**

- Small, measurable, achievable, realistic and time limited.
- Keep LI focused on what will be learned by engaging with the task eg- “we are learning to write a mystery story, using mysterious phrases and suspense”.

➤ **Use child friendly Language**

- Keep the LI clear and meaningful in language that is appropriate for the age and stage of the young people.
- Skills and knowledge based LIs are easier to create than concept based LIs.
- Technical terms can be used and the more young people become familiar with them the more they can cope.

➤ **Use words associated with Learning**

- Clear Learning Intentions should help pupils focus not just on the task and activity but also the learning. Useful LIS may start with-
“we are learning to...”
“we are learning to understand...”
“we will learn to think about...”
“we are learning to be able to ...”

➤ **Display the Learning Intention for the Visual Learner**

- Ensuring the LI is on display while pupils are on task keeps the learning focused. It reinforces the purpose of the learning and pupils can easily revisit the LI.
- It is useful to make the LI accessible eg-
 - Pupils may write it in a jotter at the start of a piece of work
 - Add to a card, learning log or workbook
 - Display on a whiteboard or a poster

What makes good Success Criteria.

- **Linking Learning Intention and Success Criteria**
 - Good SC should be closely linked to the LI.
 - Continue to focus on the learning rather than the doing.
 - They should refer to specific features of the work that will be assessed.

- **Good Success Criteria**
 - Use words that emphasise the learning, knowledge and understanding, thinking, skills.
 - It's not always about an end product but the process . Don't focus on a list of end goals.
 - Don't enumerate eg.10 pieces of evidence.

- **Modelling Success Criteria.**
 - Learners need a good idea of what a good piece of work looks like.
 - Share the standard by using exemplification of different types of work linking these to the Success Criteria.
 - Illustrate the standards expected.
 - Displays of work can be used highlighting the links to the S.C. eg
"this is a good piece of work because..."
"this is an excellent piece of work because..."

- **Involving young people in creating the Success Criteria.**
 - Involving young people in the process of identifying S.C. when assessing their response to a specific Learning Intention helps them to engage better in their own learning.
 - Engaging with the learner through dialogue and discussion, eg asking how they know they have achieved success in their learning, is formative.
 - Where appropriate it may be worth negotiating suitable S.C. with the pupils.

- **Skills related Success Criteria.**
 - Again modeling the quality of the learning linked to the S.C. is very useful.
 - Using cooperative teaching, observing and highlighting the skills involved.
 - "what will a good one look like, feel like, sound like..."

- **Success Criteria and Self Assessment Checklist.**
 - Some learning can lend itself to Success Criteria checklists.
 - When young people are trained in the skills of peer and self assessment this may be useful when assessing the learning at that point in time and informing the next steps.
 - Young people can use summative assessment in a formative way to make judgements on the success of their learning.

- However, developing descriptors that are linked to levels of success may be more useful.

➤ **Success Criteria and Targets**

- Using the term target can sometimes overshadow the process of the learning.
- Using terms such as the following may be more meaningful –
My next step is-
I aim to-
I am working towards-
I could-
- Don't expect young people to know immediately how to embark on target setting. Young people may need help in negotiating and working towards a target. A target is an end point. The important part is the learning journey- sharing the criteria for success , guidance, feedback ,reassurance helps with achievement.
- However, skills based learning and group work can lend itself to target setting.

➤ **Personalised Success Criteria.**

- Some young people require, through dialogue and discussion and feedback, more help in setting individualized learning goals and success criteria. Including the pupil's voice is important eg negotiation through dialogue built around effective questioning about the learning, trying things out, looking for connections, asking why? All leads to a more inclusive approach.

➤ **Success Criteria and Skills**

- At times it is difficult to distinguish the skills from the task and the knowledge based activities. Learning Intention and Success Criteria are designed to share not just what the young people will do but what they will learn and how they will recognize success.
- It's useful to think also about the difference between the activity set and the skills needed to complete it. This helps to keep the focus on the learning by engaging with the task.
- Build the skills into your planning.

See Principles and Practice documents for more information on assessment.

