

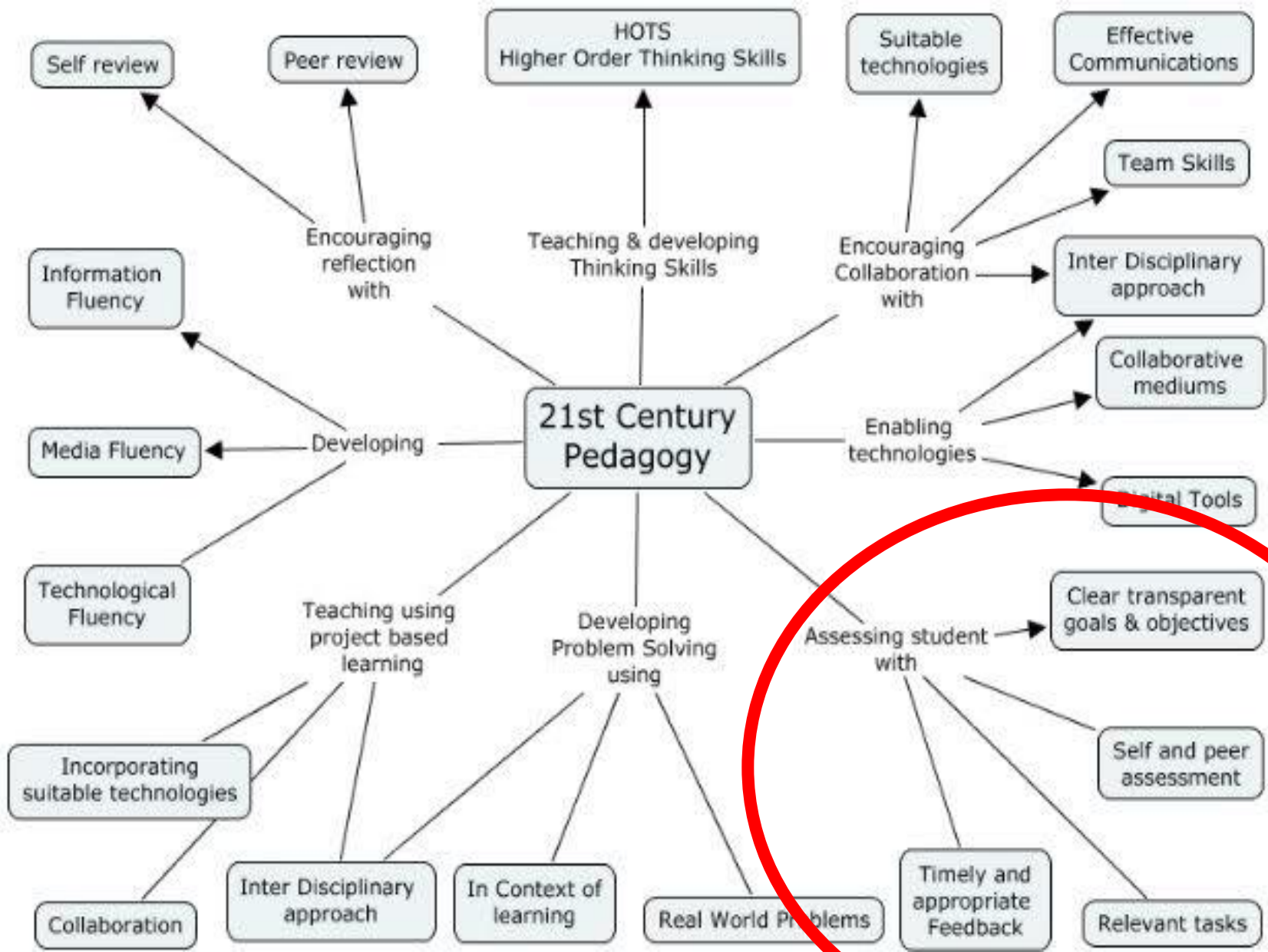


Learning Intentions and Success Criteria

Personalised learning at the **intended level** of the curriculum attends to student entitlements and optimises outcomes so that learning is deliberate, targeted and relevant for individual learners. The intended curriculum is developmental enabling multiple entry points and allows for the local context whilst responding to system frameworks.

Personalised learning at the **enacted level** is the individual school's response to the intended curriculum based on deep knowledge of the student, the learning continuum (all areas) and professional practice reflecting agreed contemporary pedagogies. It incorporates structures to include student voice in the co-design.

Personalised learning at the **achieved level** is the attainment of each student's learning intentions based on success criteria and feedback that enables future learning and ensures progress over time.



Learning Intentions

To build our understanding and ability to develop quality learning intentions and success criteria for improved student outcomes.

Hattie and Timperley (2007) describe three questions that guide learning for students:

**Where am I going?
(Learning intentions)**

**How am I going?
(Success Criteria)**

**Where to next?
(Feedback)**

Where am I going? (Learning intentions)



So what are they?

Learning intentions are brief statements that explicitly describe what students should *know, understand and be able to do* as a result of the learning and teaching.

Knowing where learners need to go:

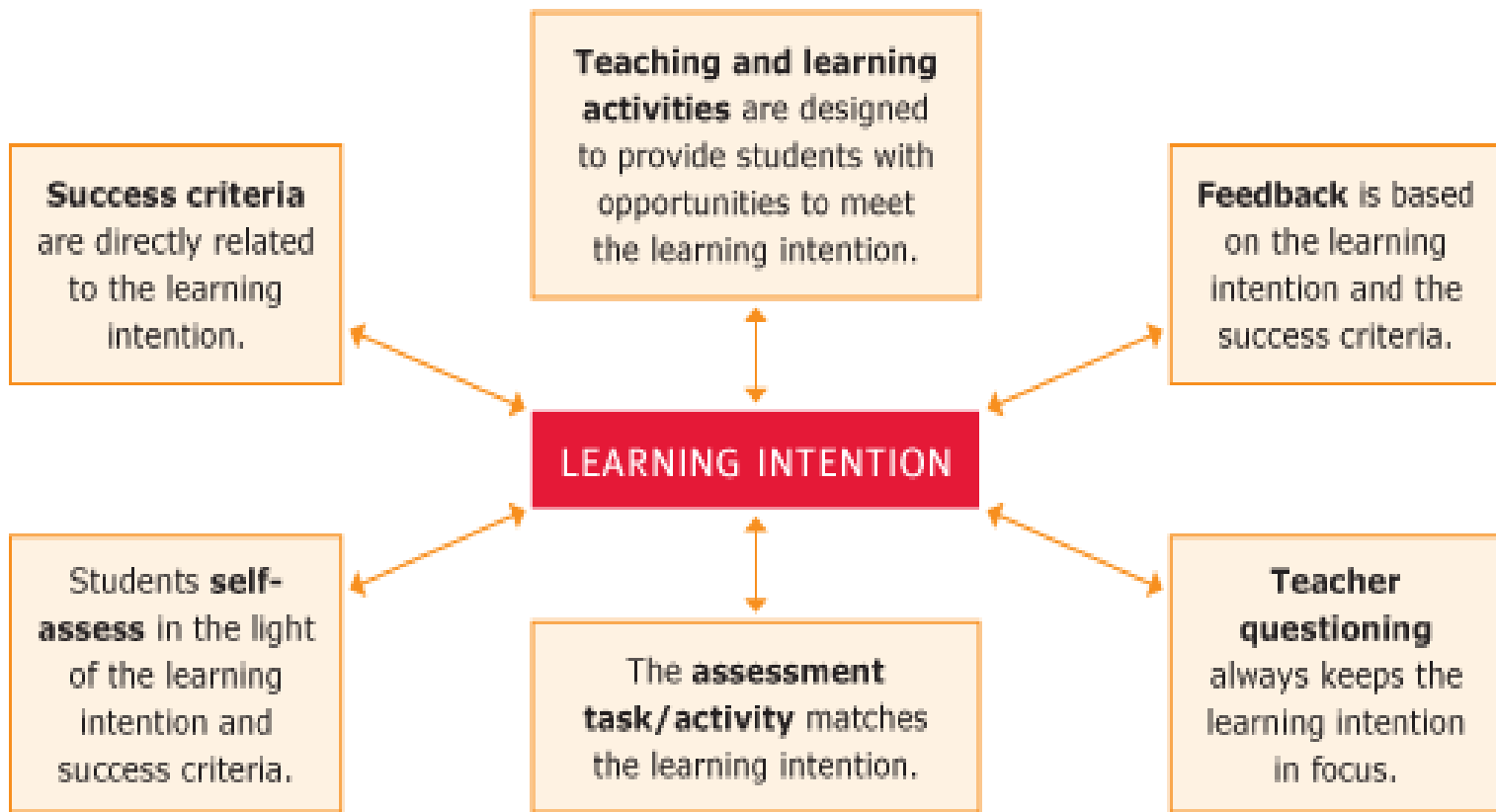
What we will be
learning rather than
what we will be
doing

Knowing where learners need to go

- The importance of ‘tuning in’ – building on where learners are in their learning
- Setting the scene – why are we learning this
- Explain the situation
- Linking to what is known
- Unfamiliar words and phrases are explained

When students know the learning intention...

- Focus on the purpose of the activity
- Know where to focus their efforts
- More likely to stay on task
- Take responsibility for learning.



Learning Goals & Success Criteria, Ontario 2010

How do you write them?

- Learning intentions should relate to what the students will learn rather than what they will do.
- Learning intentions should be written in student-friendly language, in a way that actively engages students in the learning process.

- Writing the learning goals from the student's perspective ("We are learning to...") supports students in taking ownership of the learning while simultaneously helping to make the learning more explicit.
- Learning goals can be developed with students orally, visually or in writing, however displaying long term goals can act as a reference point for students as they monitor, reflect on and self assess their progress.
- Teachers should continually help students clarify their understanding of learning goals throughout the duration of their learning experience.

Questioning strategies

- How are you progressing towards toward your learning intention?
- How do you know?
- What helped you to progress towards your goal?
- How did your learning connect with what you already knew and could do?

Examples of learning intentions

- Learning intentions that focus on knowledge
- Learning intentions that focus on skills
- Learning intentions that focus on understanding

- What do we want students to know, understand and do?

Learning intentions that focus on knowledge

- Knowledge ***about*** a particular topic
- Knowledge of ***how*** something is done
- Knowledge of ***why*** something happens
- Knowledge of ***what*** causes something to happen

Learning intentions that focus on skills

Start with the words ‘to be able to’

Imply the acquisition of certain knowledge or understandings

Learning intentions that focus on understanding

Understanding builds on knowledge and requires some kind of processing.

Understanding is of a higher cognitive order than knowledge

Learning Intentions

Type	Focus	Length
Long Cycle	Across periods, quarters, semesters, years	4 weeks to 1 year
Medium Cycle	Within and between units	1 – 4 weeks
Short cycle:	Within and between lessons	
Day by day		24 to 48 hours
Minute by minute		Up to 2 hours

Wiliam and Thompson (2007)

Getting learning intentions right

Muddled learning intention	Clarified learning intention	Context
To list what a pet needs to remain healthy	To be able to make a list	A healthy pet
To use multiplication grid with two digit numbers	To be able to use a multiplication grid	A range of two digit numbers

Learning intentions: what students thought they were learning (Clarke 2005)

Learning intention with context	What students thought they were learning	Learning intention without context	What students thought they were learning now
To write instructions to make a sandwich	“I would learn to make a sandwich”	To write instructions. (A sandwich)	“We would be learning to write instructions”.

Clarke, S. (2005) *Formative Assessment in Action: weaving the elements together*

How am I going? (Success Criteria)



Success criteria

Success criteria describe, in specific terms and in language meaningful to students, what successful attainment of the learning intentions looks like. Criteria help students understand what to look for during the learning.

Quality success criteria makes the learning explicit and transparent for students and teachers alike.

They identify the significant aspects of student performance that are assessed and/or evaluated in relation to expectations.

What are they?

“...success criteria summarise the key steps or the ingredients the student needs in order to fulfill the learning intention – the main things to do, include or focus on.”
- Shirley Clarke

Why are they important?

How do we know we have met the learning intention?

When success criteria is used.

- ❖ The learning becomes more explicit.
- ❖ Students can confirm, consolidate and integrate new knowledge.
- ❖ Future learning is scaffolded.
- ❖ Students can see what quality looks like.
- ❖ Encourage independent learning
- ❖ Enable accurate feedback

Effective Success Criteria....

- Are **linked** to the learning intention
- Are specific to an activity
- Are **discussed and agreed** with pupils prior to undertaking the activity
- Provide a **scaffold** and focus for pupils while engaged in the activity
- Are used as the basis for **feedback** and peer/self assessment

Example

Learning intention: We are learning to write a narrative.

Activity: Write a ghost story

I will be successful if :

- People enjoy reading my story and it frightens them
- Set the scene in the opening paragraph
- Build up tension and suspense
- Use spooky adjectives and powerful verbs
- End the story with a cliffhanger

- ❖ Process criteria is more powerful than product success criteria
- ❖ Need to plan success criteria in advance
- ❖ Identifying success criteria leads to more focused learning
- ❖ Success criteria should be gathered from children to give them ownership

Aspects of assessment of learning

In order to provide a comprehensive framework William and Thompson (2007) proposed three processes were central:

Establishing where the learners are in their learning

Establishing where they are going

Establishing how to get there.

Aspects of assessment of learning

	Where is the learner going?	Where the learner is right now?	How to get there
Teacher	Clarifying and sharing learning intentions and criteria for success	Engineering effective classroom discussion, questions, activities and tasks that elicit evidence of learning	Providing feedback that moves learners forward
Peer	Understanding and sharing learning intentions and criteria for success	Activating students as instructional resources for one another	
Learner	Understanding learning intentions and criteria for success	Activating students as the owners of their learning	

Teachers

- Clear learning intentions
- Challenging success criteria
- Range of learning strategies
- Know when students are not progressing
- Providing feedback

Students

- Understanding learning intentions
- Are challenged by success criteria
- Develop a range of learning strategies
- Know when they are not progressing
- Seek feedback
- Visibly teach themselves

Benefits for Students


Children are more focused and interested, creating a positive learning culture. Their self esteem is improving.

We have given children the vocab to discuss their own work

Pupils are beginning to talk more about how they are learning rather than what they are learning

Success can now be achieved by all

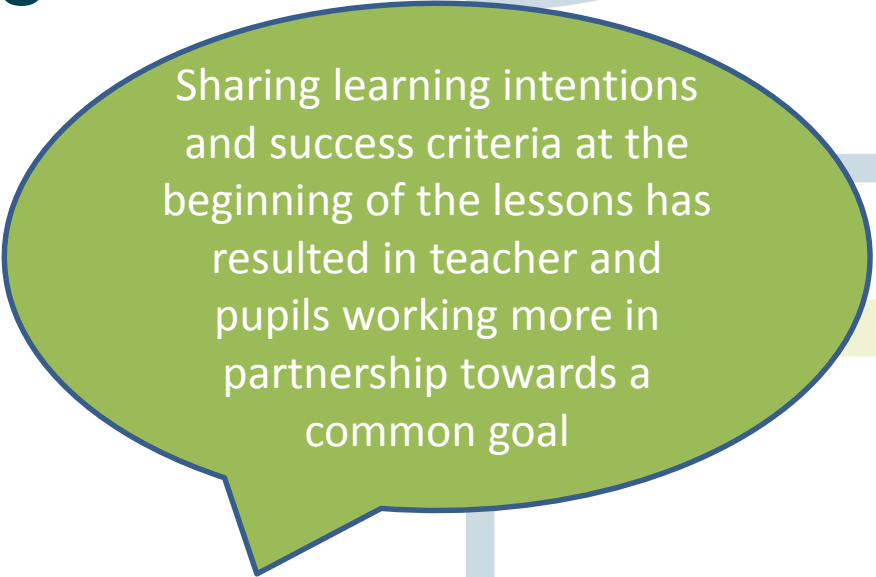
Benefits for teachers



I'm more sensitive
and atuned to
individuals' needs
and achievements



Relationships between teacher and
pupils are warmer and positive



Sharing learning intentions
and success criteria at the
beginning of the lessons has
resulted in teacher and
pupils working more in
partnership towards a
common goal



My planning is more
effective/focused/ and thoughtful

TARGET: At least one a day!

Figurative language

We are learning to...

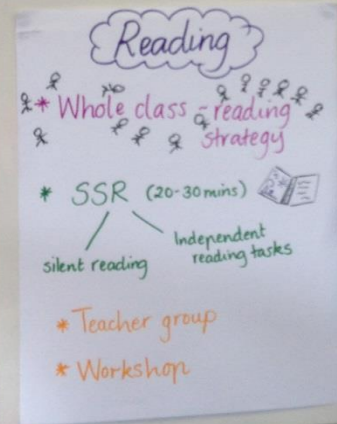
understand the use of figurative language - implied and compared

So that I can...

- understand the situation
- to identify literal and non-literal meanings
- to exaggerate

I'll know I've got it when...

- able to compare real to not real
- understand the meaning
- identify the different types of figurative language e.g. simile, metaphor, idiom.





Personal Learning Intention

We are learning to tidy and reset so that we can reuse the equipment next time.

- Success Criteria
- Things are put back where they belong
 - Rubbish is put in the bin



Social Learning Intention

We are learning how to join a group.

- Success Criteria
- Use appropriate language such as "Can I join in please?" "Can I have a turn, please?"
 - Play with one or more children



Religion Learning Intention

We are learning about stories in the New Testament

- Success Criteria
- "Who are the characters in the story?"
 - "Say what kind of story it is. Is it a miracle story? Is it a parable? Is it a story of Jesus' life?"
 - "What is the message in this story?"
 - Retell the story using cards/Play materials
 - Retell the story through drawings!



Organisational Learning Intention

We are learning to play safely with tools and equipment provided.

LEARNING INTENTIONS



Maths Learning Intention

We are learning to join two groups together.

- Success Criteria
- To show and describe how you join two groups together to make one whole group.

Inquiry Learning Intention



We are exploring the features of mini beasts.



Reading Learning Intention

We are learning to read to self.

- Success Criteria
- Sit by yourself
 - Stay in one place
 - Read the whole time
 - Retell what you have read



Listening and Speaking Learning Intention

We are learning to use these words correctly. in, on, beside, under, over, through, around, above, below.



Writing Learning Intention

We are learning to write a two event sentence using conjunctions such as and and because.

- Success Criteria
- Has two events
 - Has a conjunction
 - Makes sense
 - Starts with a capital letter
 - Ends with a fullstop.



Personal Learning Intention

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Success Criteria:

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Social

We are learning how to join a





Social Learning Intention

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Religion Learning Intention

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Success Criteria:

- Who are the characters in the story?
- Say what kind of story it is. Is it a miracle story? Is it a parable? Is it a story of Jesus life?
- What is the message in this story?
- Retell the story using Godly Play materials.
- Retell the story through drawings.



Organisational Learning

We are learning to play safely.

Researchers

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Where to now?

- Spend some time on school blog
<http://personalisation.global2.vic.edu.au/>
- Have a go at creating some learning intentions and success criteria- maybe these can be shared at our Celebrating Success PLT in Week 9 of term