

### Tweak to transform our Success Criteria

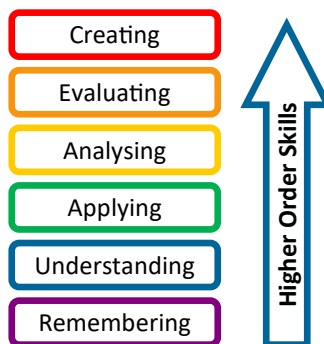


A Success Criteria ✗	A 'tweaked' Success Criteria ✓
What I'm looking for is all sections of your Pie chart labelled	What I'm looking for is an accurately labelled mathematical diagram
I can successfully perform on my musical instrument.	I can evaluate my performance and identify dynamics which could be further improved
Success looks like a completed report on a current news item.	Success looks like a report which I have evaluated for its inclusion of facts and statistics and is organised in a logical fashion using sub-headings
I can identify specific tools and use them safely and accurately.	I can identify and create a Through Housing joint by selecting the appropriate tool and applying the correct process required to complete it accurately and safely.

*The tweak to transform examples are best used as a prompt to reflect on what we can do to make things better.*

### Higher Order Thinking Skills

Our best **learning intentions** will often refer to Higher Order Thinking Skills (HOTS).



*"As teachers we are not interested in a student's ability to do what we have taught them to do. We are only interested in their ability to apply their newly acquired knowledge to a similar but different context"*

Dylan William, 2001



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## Learning Intentions & Success Criteria

We want to be The Very Best Teachers and The Very Best Learners

This guide is aimed at ensuring all members of our learning community understand the importance of **Learning Intentions**, Learning Contexts and **Success Criteria**, and have a shared vocabulary and understanding of their use within Alford Academy.

We believe that when people are clear about what they are learning, and how to know if their learning has been effective they make better progress towards their long term goals.

# Learning Intentions and Success Criteria

## Why is this Important



Imagine you are on a ship, sailing across an unfamiliar sea, to a destination that is unknown. Its tough living, and you would love to know where you are going—what the destination is. Knowing this would make the journey more meaningful. Knowing the destination would help you to understand the day to day decisions made on board and why the Captain asks you to do certain things, preparing you to navigate your own ship in the future.

Similarly understanding the purpose of our learning is vital for us to get the most out of our journey as learners.

## What is a learning Intention?



An unambiguous statement which outlines to a learner what the aim of the learning is.

A good **learning intention** is not specific to a particular context, but will make reference to higher order thinking skills.

## What is a Learning Context?

We learn in one context so that we can apply our learning in other contexts. **Learning intentions** should be independent of the context. (See the good to great table.)



## What is a success criteria?

A statement of what successful or excellent learning will look like and which the teacher and learner can use to assess the progress in overtaking the **learning intention**.

A good **success criteria** will help assess if a student can apply what they have learned to new or unfamiliar situations or contexts. Students may have personalised **success criteria**.

## Learning vs. Doing

Doing things/activities does not necessarily lead to any change or improvement. Learning implies a change that leads to a better way of doing or being able to do different things. That is why it is better to think about what we are learning, rather than just what we are doing.

Students who reflect on what they are learning and how successful they are in their learning end up being more successful learners!

## Tweak to transform our learning intentions



A learning intention	A 'tweaked' learning Intention	The context
To be able to write instructions on how to change a bicycle tyre	We are learning to <b>create</b> clear instructions	Changing a bicycle tyre
To produce and analyse a questionnaire about movie going habits	We are learning to <b>construct</b> and <b>analyse</b> questionnaire data	Movie going habits
To design an experiment to find out what conditions a woodlouse prefers	We are learning to <b>design</b> a fair test for scientific questions	Preferred habitat of a woodlouse

## When and How do we share Learning Intentions or Success Criteria?

It is our school policy that **learning intentions** (unless it is in the interests of the pupils to have them concealed), will be shared (or revisited) at the start of every lesson. **Success Criteria** should be referenced in almost every lesson, at least once, at an appropriate point.

How we word **Learning Intentions** and **Success Criteria** might change from teacher to teacher but we will always be explicit in our use of "**Learning Intention**" and "**Success Criteria**" to ensure that all our learners are clear about what they are learning and how to assess their progress in learning.

Wherever possible we will start our **learning intentions** with "We Are Learning To". When talking about **success criteria** we may talk about "I Can" or "What I'm looking for" or "What success looks like".

Sometimes staff will work with students to co-construct **learning intentions** as a way of helping students to think more deeply about their learning.

