

Quotes 2

“For formative assessment to take place, it is vital that children have a clear notion of the learning intentions for each lesson. **The learning intention** is what teachers hope children will know, understand, or be able to do by the end of the lesson or set of lessons. The clarification of the learning intention enables the teacher to create a matched task that will fulfil the learning intention. The sharing of the learning intention enables the child to know the purpose of the activity, thus transferring much of the responsibility for the learning from the teacher to the child. Information about the learning intention also gives the child important pointers as to the focus of the task, showing where most effort should be placed. Finally, knowledge of the learning intentions encourages pupil self-evaluation, giving the child a point of reference.”

Gillingham Partnership
Formative Assessment Project

“... children seemed to benefit (and had few queries) when teachers had fired their interest in the TOPIC, explained how the TASK would help them with the learning intention and ‘driven home’ the success criteria by repeating them (or confirming children’s suggested criteria). **The best practice in helping children understand what was going on was to clearly and explicitly separate the TOPIC, the TASK, the LEARNING INTENTION for that particular lesson and the SUCCESS CRITERIA that would be used, leaving the success criteria until after children had had a practice run of the task.**”

“It has made me look at things from a child’s perspective. If I make a worksheet I now ask myself “How does it relate to the learning intention or have I just picked this out of a book?” I’m more aware of their problems and I think my emphasis has shifted from the task to the intention.”

“WALT and WILF tell me the point of being a teacher.”

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“... in the best practice teachers made sure that learning intentions and success criteria were clearly and closely linked. Good practice was further enhanced when the type of task set was carefully chosen so that it

- a) **allowed children to have a chance of achieving the learning intention and**
- b) **allowed the teacher to easily assess or mark the work using the success criteria she had given the children.”**