

## **TIB, WALT, WILF and OLI**

Devised by the Gillingham Partnership Formative Assessment Project under the leadership of Shirley Clarke, these characters helped the teachers involved in the project to share learning intentions and success criteria both orally and visually.

- TIB**            “**This is because .....**”  
Early in the project, one school had decided to change from TIB to WALT. This was felt to be more effective, and was recommended to all involved in the project
- WALT**        “**We are learning to .....**”
- WILF**        “**What I’m looking for .....**”
- OLI**            “**Our learning intention is .....**”

In addition it was suggested that learning intentions should be reworded in a form of ‘child-speak’ if the original learning intention was difficult for children to understand. Most teachers found this quite easy, although some reported that it was difficult at first, but became easier with practise. Joint planning helped.

## **The ‘aside’**

The ‘aside’ or ‘the bigger picture’ was used alongside the learning intention, and was intended to give children a reason for learning the learning intention. The project findings show that it was best used only when the ‘aside’ was obvious, and easy for the children to understand.

*e.g. (Y2) “We’re learning to know the order of letters in the alphabet. It will help us use dictionaries and wordbooks more easily.”*

*e.g. (Y4) “If you understand how cinquains and acrostics work you will have a wider choice of writing types to choose from (and have more fun).”*

Children were also encouraged to suggest asides.

*e.g. (Y3 – balancing on large and small parts of the body) “It will help us do gymnastics.”*

*e.g. (Y6 – D&T; making a mock-up) “Thinking things through before you do them is a good idea.”*

The ‘aside’ was found to be a useful tool, at times, to suggest that learning is continuous and incremental. Observations also showed quite clearly that children can appreciate this too.