Terminology!

1. **Learning objectives** are *what* the teacher intends the *pupils to learn*; they also focus on *how* pupils will learn, (rather than the activity). The objective usually, but not always, applies to all pupils in a class and should be written in pupil speak.

Teaching objectives are found in QCA documents, frameworks and many medium term plans. They are designed to give advice to teachers about what the pupils should learn. E.G (Teachers) Pupils should know that the moon is a satellite…These can sometimes confuse teachers as they need changing into *learning* objectives

Writing learning objectives – common stems

What are we learning today? -WALT

To-

- **know what / where/ why/ how/ when (for** knowledge*;* factual information such as names of people or equipment, places, symbols, formulae, events etc.);
- **understand how / why/ when/ where/ what/ which….** (for understanding: reasons, concepts, effects, principles, processes etc.);
- **develop …** (for skills*:* using knowledge, applying techniques, analysing information, etc.).
- **develop / be aware of**… (for attitudes and values: empathy, caring, sensitivity towards social issues, feelings, moral issues, etc.)
- **explore and refine strategies for...** (creating, designing, hypothesising, exploring alternatives).

Learning objectives may also focus on the **developing generic skills** that will assist pupils to perform better in your subjects e.g. to understand how to annotate your diagram effectively.

2. **Intended learning outcomes,** How the teacher wants achievement to be demonstrated, expressed in pupil speak. – There will be range of performance within a class in any lesson, so outcomes may need to be differentiated.
   The stem for these often begins –*By the end of the lesson….pupils will be able to* ….
   Try and get pupils to *recreate* rather than reproduce information as this will ensure that pupils have to process the information; the trigger words in Blooms levels of thinking help here – especially if you focus on the trigger words for analysis, synthesis and evaluation. See next sheet

3. **The success criteria** are *what I am looking for* in a good / even better piece of work. They are like the marking criteria they are differentiated to the needs of the pupils; they show the progressive steps in terms of learning and are linked to standards in the subject.

4. **The big picture** connects current to previous and future learning.

NB - Only use '*understand*' as an **objective**, and qualify it by who, when where, how, or what; this will make it more specific.

- Only use *to be able* to as an **outcome** stem, as if pupils are able to do something – they will have learnt!

Use this to support you when designing appropriately challenging outcomes

Increasing level of challenge

Challenge in terms of thinking			
Category	**Definition**	**Trigger Words** Ideal for outcome stems	**Possible products – of the learning**
KNOWLEDGE (First stage)	This requires no transformation of information received • Factual answers, recall and recognition. • Rote recall.	Tell, recite, list, recall, memorise, remember, define, locate, name, repeat, quote, who? When? Where?	Workbook pages, test, exam, vocabulary, facts in isolation, quiz.
UNDERSTANDING (Second stage))	Demonstrate basic level of understanding of concepts/curriculum. • Simply selects information • Restates ideas in own words	Restate, give examples, explain, summarise, translate, show, describe, recognise, symbols, edit, order.	Drawing, diagram, response to question, revision.
APPLICATION (Third stage)	Putting abstractions or general principles to use in new concrete situations, • Transfer knowledge learned in one familiar situation to another.	Demonstrate, simulate, use guides/maps/charts, practise, solve, build, cook, calculate, dramatise, show.	Recipe, model, artwork, demonstrate, crafts, role play.
ANALYSIS (Fourth stage)	Involves breaking down a complex whole into its parts to make clear the nature and interrelationship of the components • Understand how parts relate to a whole. • Seeing patterns and drawing conclusions.	Investigate, classify, categorise, compare, contrast, solve, interpret, arrange, group, discover, organise, survey, test.	Survey, questionnaire, plan, solution, report, prospectus.
SYNTHESIS (Joint highest stage)	The opposite of analysis. Involves putting together parts to form a whole, by rearranging /combining them to make a pattern or structure not there before. • Redesigning • Predicting	Compose, design, invent, hypothesise, construct, forecast, create, imagine, rearrange parts, predict, develop, substitute.	Lesson plan, song, poem, story, invention, advert, play.
EVALUATION (Joint highest Stage)	Judge the value of something against criteria. • Support judgement.	Judge, evaluate, critique, give opinion/viewpoint, choose, prioritise, rate, rank, grade, recommend, estimate. make links	Decision, rating, grades, editorial, debate, critique, defence, verdict Concept map.

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