

Terminology!

Learning objectives are *what* the teacher intends the *pupils to learn*; they also focus on *how* pupils will learn, (rather than the activity). They focus on the *fundamental* learning, in terms of *concepts / skills* that are to be developed in the lesson

Writing learning objectives - *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.

Intended learning outcomes: *show the teacher*, and pupils, what the pupils have *learnt* by the end of the lesson in terms of *concepts and skills*.

Level of 'thinking challenge	Ideal for outcome stems; ensure these are appropriately challenging to enable learning to be assessed. The phrase ' <i>to be able to</i> ' only applies to learning outcomes	
KNOWLEDGE (First stage) Factual / recall	<i>Pupils will be able to</i> tell, <i>Pupils will be able to</i> recall <i>Pupils will be able to</i> locate <i>Pupils will be able to</i> quote	<i>Pupils will be able to</i> recite <i>Pupils will be able to</i> define <i>Pupils will be able to</i> name <i>Pupils will be able to</i> repeat
UNDERSTANDING (Second stage) show basic level of understanding	<i>Pupils will be able to</i> restate, <i>Pupils will be able to</i> explain, <i>Pupils will be able to</i> translate, <i>Pupils will be able to</i> describe,	<i>Pupils will be able to</i> give examples, <i>Pupils will be able to</i> summarise, <i>Pupils will be able to</i> show, <i>Pupils will be able to</i> order.
APPLICATION (Third stage) Putting abstract or general principles to use in new concrete situations,	<i>Pupils will be able to</i> demonstrate, <i>Pupils will be able to</i> use guides/maps/charts, <i>Pupils will be able to</i> solve, <i>Pupils will be able to</i> calculate,	<i>Pupils will be able to</i> simulate, <i>Pupils will be able to</i> cook, <i>Pupils will be able to</i> show.
ANALYSIS (Fourth stage) Involves breaking down a whole into its parts to make the interrelationship clear.	<i>Pupils will be able to</i> classify, <i>Pupils will be able to</i> compare, <i>Pupils will be able to</i> interpret, <i>Pupils will be able to</i> survey results,	<i>Pupils will be able to</i> categorise, <i>Pupils will be able to</i> contrast, <i>Pupils will be able to</i> arrange, <i>Pupils will be able to</i> analyses
SYNTHESIS (Joint highest stage) Putting together parts to form a whole, by rearranging /combining them to make a pattern or structure not there before.	<i>Pupils will be able to</i> Compose, <i>Pupils will be able to</i> invent, <i>Pupils will be able to</i> construct, <i>Pupils will be able to</i> create, <i>Pupils will be able to</i> develop.	<i>Pupils will be able to</i> design, <i>Pupils will be able to</i> hypothesise, <i>Pupils will be able to</i> forecast, <i>Pupils will be able to</i> predict,
EVALUATION (Joint highest Stage) Judge the value of something against criteria.	<i>Pupils will be able to</i> judge and justify. <i>Pupils will be able to</i> evaluate, <i>Pupils will be able to</i> prioritise and justify <i>Pupils will be able to</i> give opinion/viewpoint and justify , <i>Pupils will be able to</i> recommend and justify, <i>Pupils will be able to</i> make links and justify	