

# Learning Intentions and Success Criteria

When children understand what they are learning and what is expected of them, they learn best.

The terms 'Learning Intentions' and 'Success Criteria' can be intimidating and confusing but understanding them is vitally important when working in an Early Learning and Childcare setting. Learning intentions and success criteria will help your children understand both what they are learning and how to succeed.

They need both learning intentions and success criteria to draw, consolidate and achieve new knowledge. This guide will help you understand how to create learning intentions and success criteria in order to support your children and monitor best practice.

## Learning Intentions

Sometimes known as learning objectives, aims, learning outcomes, goals, 'we are learning to...' statements etc.

Learning intentions should describe what you would like children to learn, not what they should be able to do.

Learning intentions help children focus on the aim of the learning experience, keep the activities relevant to the them and support their understanding. They are not about what they are doing but what they are learning.

When writing learning intentions, you should use a language that focuses on what you would like the children to know, understand or be able to do.

When writing your learning intentions, ensure that they are written in language that your child can understand.

Learning intentions are about the what,

## Criteria

### Success Criteria

Success criteria should be clear to the learning intention and the criteria for success. The criteria for success is learning, understanding a skill.

They are the criteria of learning the intention aims to see if the children can. They should have criteria written with the learning intention or part of writing them to show the goal of the aim.

The learning intention and success criteria should have:

#### Learning Intention

- Be a learning intention
- Be clear and concise
- Able to see it and measure it with evidence
- Support children to learn
- Support children to succeed

- Use simple and specific language in the intention
- Use short to clear and easy to read
- Use the words 'learn' and 'understanding' if you can

#### Success Criteria

- Add a list of words or phrases to be learned
- Be clear of the meaning
- Be clear

### Learning Intentions and Success Criteria with Target Success

Both the learning intention and success criteria should be written in a way that is clear and concise.

Why do you need the intention?

How do you know you have learned what you need to learn?

How do you know you have learned what you need to learn?

How do you know you have learned what you need to learn?

How do you know you have learned what you need to learn?

What is the aim?

### Writing Learning Intentions and Success Criteria

It is important for the learning intention and success criteria to be clear and concise. The learning intention should be written in a way that is clear and concise. The success criteria should be written in a way that is clear and concise. The learning intention and success criteria should be written in a way that is clear and concise.

If you do not use learning intentions and success criteria, you will not know what you are learning and what you are expected to learn.

### Key facts

It is important for the learning intention and success criteria to be clear and concise. The learning intention should be written in a way that is clear and concise. The success criteria should be written in a way that is clear and concise.



# Writing Process And Intentions

**Sebastian Brünink**



## Writing Process And Intentions:

**Probability Designs** Karin Kukkonen,2020 In Probability Designs Karin Kukkonen presents the predictive processing model of cognition as a means of exploring narrative structure and reader experience Utilizing the literary canon of various cultures Kukkonen combines theory and cognitive science to analyze how reader expectation and prediction shape literature and how literature accomplishes cognitive feats that determine the human capacity for free exploratory thought **All About Dyslexia: A Practical Guide for Primary Teachers** Louise Selby,2024-12-24 All About Dyslexia is an accessible and informative guide for primary school teachers designed to increase their understanding of dyslexia and enhance their toolkit with practical adaptable strategies to support learners with dyslexia and specific learning difficulties in their setting The book debunks myths and misconceptions and clearly defines dyslexia shining a light on a different way of thinking and learning It then looks at metacognition and dyslexia across the curriculum with a focus on grounding literacy skills and supporting the foundations of reading Drawing on the experience of the learners themselves the book equips teachers with strategies for high quality teaching that will benefit all learners not just those with dyslexia All About Dyslexia includes Chapters that are easy to dip in and out of with top tips and signposting to further resources and research A wealth of up to date evidence based practical strategies for everyday practice at the coalface including quick wins which provide easy prep free ideas for planning that can be implemented straight away The voices of learners with dyslexia parents and practitioners woven throughout offering an important insight into how I do things differently An overview of different interventions assistive technology and dyslexia friendly environments with printable resources for use in the classroom Ways to collaborate effectively with parents and carers to best support dyslexic learners progress This easy to read book focuses on difference rather than deficit and is a valuable resource to empower primary educators demystifying dyslexia and providing the strategies needed to feel confident meeting learners needs It will be essential reading for all primary school educators SENCOs and parents who are supporting children with specific learning difficulties This title has been printed on dyslexia friendly paper Writing Richard C. Gebhardt,Dawn Rodrigues,1989-01-01 *Invariant Probabilities of Markov-Feller Operators and Their Supports* Radu Zaharopol,2005-01-28 This book covers invariant probabilities for a large class of discrete time homogeneous Markov processes known as Feller processes These Feller processes appear in the study of iterated function systems with probabilities convolution operators and certain time series From the reviews A very useful reference for researchers wishing to enter the area of stationary Markov processes both from a probabilistic and a dynamical point of view MONATSHEFTE F R MATHEMATIK *Old Religions Made New, in Natural Processes by Divine Intent* Lincoln Phifer,1918 Advanced Information Systems Engineering Matthias Jarke,Andreas Oberweis,2003-05-21 This book constitutes the refereed proceedings of the 11th International Conference on Advanced Information Systems Engineering CAiSE 99 held in Heidelberg Germany in June 1999 The 27 revised full papers presented together with 12 short research

papers and two invited contributions were carefully selected from a total of 168 submissions The papers are organized in topical sections on components information systems management method engineering data warehouses process modeling CORBA and distributed information systems workflow systems heterogeneous databases and information systems dynamics

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