**Rationale**

Feedback is most powerful when it is from the pupil to the teacher. When teachers seek and are open to feedback they become aware of what the learner knows and understands, where they make errors, where they have misconceptions and when they are not engaged. Then, learning and teaching can be synchronised. Feedback to teachers helps make learning visible.

Pupils need information about how well they are doing and steps to take in order to improve. Clarity of action depends on feedback from the teacher and also what they discover themselves about their own learning.

Feedback is defined as the process of providing a structured response, with information about work in terms of strengths and aspects for improvement. Feedback can be written or oral. However, the aim is to bridge the gap between present performance and desired goal, and is instrumental in moving towards next steps in learning.

Systematic and explicit feedback means that:

* Teachers can adapt and tailor learning and teaching.
* Teachers can track pupil progress and set next steps.
* Pupils can trace their own progress and set their next steps in learning.
* Parents/carers can also form a clearer view of expectations and progression.

*If we think of our children as plants, summative assessment of the plants is the process of simply measuring them. The measurements might be interesting to compare and analyse, but, in themselves, they do not affect the growth of the plants. Formative assessment, on the other hand, is the garden equivalent of feeding and watering plants – directly affecting their growth.*

Shirley Clarke

**Statement of Intent**

At Woodburn Primary School, we recognise the value of effective feedback.

Pupils learn best when:

* Teachers seek and are open to feedback from pupils about their learning and make on-going adaptations to meet pupil needs.
* Pupils understand clearly what they are trying to learn and what is expected of them;
* Pupils are given feedback about the quality of their work and what they can do to make it better;
* They are given advice on how to go about making improvements;
* They are fully involved in deciding next steps/targets and what/who may help if required.

**Planning for Formative Assessment**

It is important that planning and assessment are intrinsically linked. Assessment opportunities should be carefully planned for and include a variety of methods. The formative assessment of work has repercussions on planning, in that strengths or weaknesses are identified and lessons adapted according to needs.

To be more meaningful, feedback is provided as soon as possible and pupils are given time to reflect on feedback before commencing the next piece of learning. Feedback can be given while the work is in progress, with the teacher/adult support often moving around the class working with the children. This gives the opportunity for immediate improvement and reduces the chance of a pupil continuing his / her work based on a mistaken understanding.

Any comments should be provided in vocabulary the child can understand and relate to. Therefore it is recognised that younger children in school will have greater verbal feedback than written. Verbal feedback is also used when the teacher needs clarification on what the child knows, when feedback is complicated or where the work is below expectation and the issue needs to be dealt with sensitively. A verbal feedback sticker or stamp may be used to indicate when a teacher pupil discussion has taken place.

Routines are devised so that there are opportunities for points to be followed up either in group work or within the next piece of learning.

**Three Feedback Questions:**

A meta-cognitive approach to instruction can help children take control of their own learning by defining learning goals and monitoring their progress.

* 1. Where am I going?
	2. How am I doing?
	3. Where to next?

Exemplification of the three feedback questions is included as Appendix 1.

More information about specific formative assessment/feedback approaches is included as Appendix 2.

**Feedback and Marking for Specific Subjects**

It is important as a school to ensure that there is consistency in feedback and marking within specific subjects.

**English and Literacy**

Success criteriarelated to ‘secretarial’ skills can be kept separate from the success criteria related to the genre, they are the ‘non-negotiable’.

The following phrases are used to identify when a pupil demonstrates a particular stage of emergent writing.

|  |  |
| --- | --- |
| Stage 1Pre-Literate | Scribble Stage |
| Symbolic stage |
| Directional Scribble |
| Symbolic/Mock Letters |
| Stage 2Emergent  | String of Letters |
| Group of Letters |
| Labelling Pictures |
| Environmental Print |
| Stage 3Transitional  | Letter/Word Representation  |
| First/Last Letter Representation  |
| Medial Letter Sounds |
| Stage 4 Fluent  | Beginning Phase of Writing  |
| Sentence Writing  |

The full description and examples of writing at each stage are included within Appendix 3.

**Writing Marking Code**

Sp Above words you would expect to be correct or words you are targeting.

\_\_\_ To be under the part of the word which is wrong.

C Above capital letters placed inappropriately in a word

P Punctuation Error circled

 Word/s or content missing

// New paragraph

NL New line

G Indicates where there has been an error in relation to Grammar

In writing, spelling and punctuation are corrected if part of the learning intention of the lesson, or if the teacher feels the child needs to be made aware of a weakness/error for improvement.

When highlighting errors in spelling, the correct word can be spelt in the margin, or to encourage independence, the pupils guided to find the correct spelling elsewhere e.g. a dictionary, personal dictionary, word bank.

Pupils are made aware of the learning intention and success criteria for the lesson and their core targets in relation to the appropriate level. These may be indicated on the piece of work. In the younger classes pictures to support pupil understanding of the success criteria may be used.

From Primary 1, self and peer assessment in relation to these are encouraged and this supports teacher time in marking. Quality marking on a weekly basis may therefore focus on groups and not the whole class.

In providing formative comments to improve writing the following may be used:

**2 Stars and a Wish** ![MCj04316110000[1]]()![MCj04316110000[1]]()![MCj04126840000[1]]()

**Highlighters:**

Pink (tickled pink)

‘Used when the pupil is meeting the Learning Intention / Success Criteria. Positive comment given.

![MCj03310650000[1]]()

Green (green for growth)

Where there are areas for improvement, closing the gap comments provided.

**Highlighters:**

![C:\Users\tayloj22\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\VG2MP3QD\stock-vector-collection-of-colored-highlighters-with-markings-197803820[1].jpg]()Coloured highlighters used to track where each element of the success criteria has been

met, supporting the identification of next steps.

The wish and closing the gap comment is addressed in a child’s next piece of writing and should continue to be a focus for teacher and pupil assessment until it is achieved.

**Maths and Numeracy**

**Marking Code**

![C:\Users\tayloj22\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\VG2MP3QD\690px-Check_mark_23x20_04.svg[1].png]() If work is correct

 . If the work is incorrect

 . When the correction has been made

|  |  |  |  |
| --- | --- | --- | --- |
| ***Where am I going?******What are my Goals?***  | I know the Learning Intentions and Success Criteria. * *LI spells out a skill or knowledge without including the context.*
* *SC Co-constructed where appropriate and inclusive of all learners.*
* *SC, no ceiling to allow challenge.*
* *Expectations clarified and shared through modelling, demonstrating good examples etc.*
* *May be ‘non negotiables’, particularly in Writing.*
* *SC allow the learner to track their progress.*
 | I use what I already know to help me with my learning and to plan my next steps. * *Learning builds on the learner’s previous knowledge.*
* *There is time to reflect on previous learning and feedback in planning next steps Learning conversations with the teacher and/or a peer supports this process.*
* *The learner is able to identify connections with previous knowledge/skills and can use these to understand new information/build new skills.*
* *Learners are aware of progressions/pathways – know where they have been and where they are going next.*
* *There are opportunities to apply knowledge/skills in other contexts.*
 | I am challenged in my learning. I know that if I am always getting it right I have to aim higher. * *The greater the challenge the higher the probability that one seeks and needs feedback.*
* *Challenge links to our Learning Skills and encourage a growth mindset.*
* *Aspirational learning is encouraged by teachers asking for feedback on how challenged they feel.*
* *Extension tasks are available for all learners.*
* *Flexible groupings, mixed ability pairs, learners as teacher are used to support challenge.*
* *Higher Order Thinking Skills are actively planned for e.g. BLOOMS.*
 |
| I know where I am in my learning journey. I am responsible for and owning my own learning. I am involved in setting new challenges, goals and next steps. * *Learners can talk about where they are in their learning and what their next steps are.*
* *Learners are fully involved in dialogue about their learning and progress. This observable in ‘jotters’ and within a lesson*.
* *Feedback enhances skills in self-evaluation*
* *Feedback allows children to consider they have their own answers to the ‘what next’ question. They are challenged.*
 |
| ***How am I doing?******What progress is being made towards*** ***the goals?*** |
| Feedback tells me what I need to learn and practice. * *Feedback moves towards deliberate practice focused on particular aspects of learning to better understand how to self-regulate and evaluate and to reduce errors.*
 |  | I use feedback that tells me how I am going and what I need to do to close the gap and reach my goal/s. * *Feedback monitors the status of the actual level of performance / understanding with the goal and identifies what will close the gap.*
* *Feedback is related directly to SC.*
* *Clear next steps are identified (steps to success), these are part of the progression pathway.*
* *Learners are signposted to supports/strategies to help them close the gap.*
* *There are opportunities for learners to edit adn improve pieces of work.*
 |
| ***Where to next?******What activities need to be undertaken*** ***next to make progress?*** |
| Feedback makes me think. I talk about my learning, ask questions, clarify my thinking and make decisions about new learning. * *Learner’s questioning is high, reflective and probing.*
* *Learners talk about their learning, this is reciprocal, ideas are shared, alternatives are considered. Learners build on their own and others’ ideas.*
* *Feedback provides learners with different cognitive processes e.g. restructuring understandings, confirming if correct or incorrect, learning explicitly from errors, indicating that more information is available / needed, pointing to directions that might be pursued.*
 | Feedback is just for me, just in time, just for where I am in my learning journey and just what I need to help me move forward. * *Feedback links directly to the SC.*
* *Feedback is specific, helpful and kind.*
* *Timely, meaningful, unbiased, accurate honest, valuable, realistic, easily understood and constructive. It is matched to the needs of the learner and focuses on the task and not the person.*
 |
| I provide feedback for others and this helps me with my own learning.* *Opportunities for peer feedback is effectively planned for.*
* *Learners are trained to give effective feedback.*
* *Allowing learners to provide feedback and tutor a peer clarifies and deepens their own understanding*.
* *Lead learners who have mastered a skill are identified and they are used to support others*.
 | I know that making mistakes are ok as they help me with my learning.* *Feedback is most effective when learners do not have proficiency or mastery, it thrives when there is incomplete knowing or understanding.*
* *Mistakes are identified and celebrated, this links to our Learning Skills and understanding of growth mindset.*
* *There is a safe learning environment.*
* *Time is given to reflect on and talk about mistake, this is part of setting next steps.*
 |
| I talk about my learning with a partner and this feedback helps me progress. * *Peer feedback is directly linked to SC, peer tutors help to set goals, monitor performance and evaluate effect.*
* *Peer feedback may happen throughout a lesson (pit stops) and /or at the end.*
* *Peers have criteria/expectations about how to effectively provide feedback. This is initially role modelled by the teacher (trained).*
* *Peers provide reminders, give new and/or correct information and directions for trying new strategies.*
* *Where appropriate peers are supported by prompts (guiding questions, sentence openers, question stems).*
 | Feedback makes we want to try harder to reach my goal/s.* *Feedback provides cues that capture attention, motivate so learners invest more effort, focus and skill in the task.*
* *Feedback is about the particular qualities of his/her work, with advice on what to do to improve, and avoids comparisons with other learners.*
* *Praise is valued (important) but should not be mixed with feedback information.*

 |
| I use feedback about what I do, say, make and write to help plan the next steps in my learning.* *Opportunities to ‘do, say, make and do’ are effectively planned for.*
* *Evidence from the learner is used formatively* ***throughout*** *the learning process. What learners do, say, make or write is used to infer what they understand, know, feel or think. Learning is modified, enhanced, adjusted accordingly.*
* *Learners are involved in the dialogue and planning.*
 | I use Success Criteria to check how well I am doing. I have an understanding of what is and what is not understood and can talk about this.* *Learners on their own, with their teacher and with peers, self-evaluate against Success Criteria.*
* *There is time to listen as well as talk to allow the learner space for views, comments, critique.*
* *SC are visible throughout a lesson e.g. Pit Stops may be used throughout a lesson to keep a focus on the SC.*
* *Strategies to track progress against SC are used – e.g. highlighting in Writing, are used.*
 |

**Appendix 1. Feedback – Evaluating Learners’ Experience**

**Appendix 2.**

**Formative Assessment Strategies**

**Sharing Learning Intention and Success Criteria**

The learning intention for a specific lesson is shared with pupils at the start of a lesson. The teacher then shares a short list of success criteria or more often, pupils are involved in deciding upon this so that all pupils know what they have to do to achieve the learning intention (co-constructing). When marking a pupil’s work, the teacher’s comments should refer to the success criteria. This enables pupils to focus upon reaching the set goal.

Where appropriate the learning intention and success criteria are included in the jotter to support feedback, this is particularly relevant in Writing.

In the early years success criteria may be given in visuals.

See Appendix 4 & 5 for more information about learning intentions co-constructing success criteria.

**Entrance Question**

The teacher asks a question at the start of a lesson and pupils write their responses on strips of paper. He/she uses them to assess initial understanding of something to be discussed in that day’s lesson or as a short summary of understanding of the previous day’s lesson. The teacher designs the lesson around the fact that information on student learning will be coming in at the start of the lesson and can be used to improve the teaching and learning in that lesson. The question is designed so it is easily interpreted and analysed, allowing time for the teacher and/or the pupils to analyse the responses, and adjust the lesson accordingly (if needed).

**What A Good One Looks Like (WAGOLL) and What A Bad One Looks Like (WABOLL)**

Good examples/models are used at the start of a lesson to set success criteria to monitor performance throughout the task. Poor examples can be used to clarify success criteria and discuss next steps.

**Self-assessment and Peer Assessment**

These are recognised as being essential to the learning process.

1. **Self-assessment** is when pupils look at their own work in a reflective way to identify aspects that are good and others which need to be improved.

2. **Peer Assessment** is where pupils provide feedback on another’s work.

These are most effective when success criteria have been shared and fully understood and if the teacher has modelled the process. Peer assessment can provide the bridge between teacher assessment and self-assessment. It can be a stage in the process of helping pupils become confident and skilled in self-assessment, as opposed to always relying on the teacher. Children are taught the skills of self and peer assessment from Primary 1 onwards.

When involved in self and peer assessment the pupil:

* Becomes responsible for their own learning.
* Is able to recognise next steps in their learning.
* Feels secure about not always being right.
* Has raised self-esteem.
* Is actively involved in the learning process, a partner not a recipient.
* Is more independent and motivated.
* Gain insights into strategies that work for them.
* Benefits from substantial improvements in setting and achieving targets.

When involved in self and peer assessment the teacher:

* Shifts responsibility for learning from the teacher to the pupil.
* Gains insights into how learners are thinking.
* Identifies next steps for a group / individual.
* Matches pupil’s perceptions of understanding with his / her own, (pupils explain strategies so the teacher identifies the thinking process).
* Facilitates more efficient lessons that allow greater challenge.
* Spends less time distance marking.

Peer assessment may be:

* Verbal
* Written e.g. leaving post-it notes
* Through highlighting e.g. Purple Polishing Pens

**Use of a Visualiser**

Aim for continual review during lessons, stopping lessons at intervals to take one random child’s learning and show it under the visualiser for all to see. Children look for the successes and where an improvement can be made, then use this modelling to help them make their own improvements in their work as they go along. The importance of ‘Marvellous Mistakes’ to support learning can be exemplified.

**Pit Stops**

Take pit stops at appropriate times during the lesson to you draw pupils back to the agreed success criteria. Eg Have a look at your work and think have you included…… Is there an example of? Look at your partners….does it need ….etc

**Learning Walk**

Children ‘freeze’ in their learning and in turns take time to walk and talk about their learning. Peers discuss progress and may identify next steps for each other (verbally or written on post-it).

**Feedback Stamper**

Verbal feedback is given to the child. The child writes a summary of this to support planning next steps.

**FAIL (First Attempt In Learning) SAIL (Second Attempt In Learning)**

After first attempt in learning children evaluate progress/performance against the success criteria. They may do this on their own, with a teacher or a peer. Based on feedback they have a second attempt and evaluate again.

**![MCj04325490000[1]]()Traffic Lighting**

Pupils are asked to assign red, amber and green colours to their work to indicate their level of confidence. Like peer assessment, self-assessment benefits if teachers explain and demonstrate it and ensure pupils have a clear understanding of learning objectives and criteria of success.

**Fist to Five**

This strategy can be used to help the teacher ascertain how confident the children are feeling about something or how much they have understood. The teacher asks the children to show this by showing 1-5 fingers, depending on their level of understanding.

**Thumbs**

![MCj00980390000[1]]()This strategy is used in the same way as ‘fist to five’ but with three options instead of five. If the children understand something fully, when asked to ‘show me thumbs’, they hold their thumbs up. Children, who feel they have understood some of what has been taught, hold their thumbs to the side. Children who feel they have not understood anything and would like more help, put their thumbs down.

**Two Stars and a Wish**

This is a strategy which can be used for teacher, peer or self-assessment in any curricular area and is particularly effective used in the infant classes. The assessor refers back to the lesson’s success criteria and makes two favourable comments about the work they are assessing. They then identify the most important thing they think could be improved.

**Stars and Steps**

1. Provide the pupil with some “star” feedback based on the quality of their work in meeting the learning target. Feedback should be descriptive and non-evaluative.

2. Next, identify which learning target has not been demonstrated in the pupil’s work. Provide feedback on the next “steps” the pupil should take to meet all the learning goals and improve his or her performance.

4. As a formative assessment practice, “Stars and Steps” feedback is then returned to the pupil so they can have an opportunity to recognise their accomplishments and apply the feedback to improve their work.

**Success, Tip, Think**

Similar to ‘Two Stars and a Wish’, this is a strategy which could be used for teacher, peer or self-assessment in the upper stages. The assessor refers back to the lesson’s success criteria and makes one favourable comment about the work they are assessing. The assessor then offers one piece of advice, the tip and identifies one area for further development, the think.

**Target Setting**

![MCj03825920000[1]]()Pupils learn that a target is a challenge that we work hard to achieve and that there are stepping stones on the way. Targets set may relate to their Personal and Social Development or to a specific curricular area.

**No Hands up** / **Wait Time / Think and Wink**

By posing the question and then giving the childtime to think about the answer, more children are encouraged to participate.

**Use of Wrong Answers**

Using wrong answershelps children to develop their understanding, corrects misconceptions and gives them permission to make mistakes building an ethos where difficulties are recognised as a true sign of learning.

**Collecting Answers**

A range of answers are collected and discussed. Children decide which are right or wrong and explain their thinking.

**Starting from the Answer / Making a Statement**

e.g. 24 is the answer what is the question?

Paper is a good material for tissues, why?

This strategy can be used in a variety of contexts; it involves the children in working backwards from the answer and engages them in deeper exploration of a topic.

**Providing a Range of Answers / Multiple Choice**

e.g. Which of these is aerobic? Darts, golf, swimming, walking, hand gliding?

This questioning strategy promotes discussion and depends on children being able to justify and give reasons for their choice.

**Show Me - Whiteboards**, **True/False,** **Number Fans**, **Letter/Word** **Fans, Yes/No** F**ans**

These allow all learners to make a contribution. It allows the teacher to make a quick assessment of children’s understanding and creates the opportunity for further discussion. It lowers any stress they feel about getting the answer wrong. Tentative talk is often necessary when learners are feeling their way into a new understanding, and this is a good way to encourage learners to explore their tentative ideas.

**Post-it Comments**

Using a Post-it note to give pupils feedback during independent work time can help provide them with short written reminders about the verbal feedback they have received. This technique can provide pupils with enough information that they can continue to take action on that feedback once the lesson is over.

**Three-Minute Conference**

Letting pupils know that they are “almost there” but that you would like to meet with them for a three minute conference helps them understand where they are in their learning. This is an opportunity to give pupils oral feedback. For some pupils hearing what they are doing well and what their next steps for improvement could be is beneficial.

**Questions**

![MCj03970740000[1]]()Questioning is used to elicit pupils’ understanding, to create and stimulate discussion and move on learning. Children are taught what a question is and why we ask them.

**Fat and Skinny Questions**  -A fat question is a higher order question that requires a more in depth answer. A skinny question is a lower order or closed question. By being aware of what kind of question they are being asked the children are required to think about the type of response they are required to give.

**Children’s own questions-** Children’s own questions are valued.Using their questions allows them to move their learning forward and enable to develop the skill of creating ‘good questions’. This may be done as part of a class learning wall allowing some level of personalisation and choice.

**Ask ‘follow ups’** Why? Do you agree? Can you elaborate? Tell me more? Can you give an example?

**Withhold judgement** Respond to learners in a non-evaluative fashion. **Poker face!**

**Ask for a summary to promote active listening** “Could you please summarise John’s point?”

**Survey the class** How many people agree with the author’s point of view?

**Allow for learner calling** Sarah, will you please call on someone else to respond?

**Play devil’s advocate** Push learners to define their reasoning against different points of view.

**Ask learners to ‘unpack their thinking’** Describe how you arrived at your answer.

**Encourage learner questioning** Allow learners to develop their own questions.

**Cue learner responses** There is not a single correct answer for this question. I’d like you to consider alternatives.

**Ask “Why?”** Why do you think that?, Why did you use that method?, Why might that be the case?

**Opposing Standpoint**

e.g. The big bad wolf was lonely and just looking for a friend. Discuss.

Providing an opposing standpoint encourages children to look from a different viewpoint, discuss, debate and justify reasons.

**Think Pair and Share** **/ Carousel**

Giving children the time to discuss a question posed before formulating their answer allows them to clarify their own thinking through listening to others’ viewpoints, promotes quality discussion and increases their confidence in voicing their opinions.

**Role Play / Hot Seating**

Scenarios are created and an individual hot seated. Children ask questions to elicit understanding and the hot seated person provides considered responses.

**Talk Partners**

Learners are posed a question: given time to think individually; then time to discuss ideas with a partner; and finally the pair share their ideas with a larger group or the rest of the class. This helps to extend thinking time, and allows learners to develop more sophisticated answers than they could in a typical ‘ping-pong’ questioning session. It also supports reluctant/learners with low self confidence to actively contribute.

At the end of a piece of teaching, the children work with a partner to talk about their learning. During this time the children can discuss:

* 3 new things they have learned
* What they found easy
* What they found difficult
* Something they would like to learn in the future

**Thinking About My Learning**

**![MCj04126840000[1]]()![MCj04316110000[1]]()![MCj04316110000[1]]()**Give pupils practise in assessing their own learning by making a habit of asking them to reflect on what they have learned at the end of a lesson or day. Make a visual prompt which could include:

* Think of one thing you have learned today.
* Spend 30 seconds telling a partner what you have learned today.
* What made you really think when you were learning?
* What did you find difficult?
* What do you need more help with?
* What aspect of your learning are you most pleased about?

****

**Mind Mapping**

Mind Mapping is a system for recording information in a way which is more compatible with the way the brain works than linear text. The main concept is positioned centrally with lines radiating outwards, with a single word on them to represent each connected main idea. Smaller branches radiate out from the main branches with subsidiary ideas and examples. Learners can use colours, pictures, text and lines to link related ideas on different branches.

**What did you learn?**

Simply asking the children to write at the end of the lesson what they have learnt, or to share with their talk partner. Helps consolidate their thinking and remind them of the point of the lesson. Seeing what they wrote can illuminate the depth of their understanding. Similarly, children can be asked to select, from everything they learnt in a lesson, the one thing that they felt was most important for them. Again, this can give added feedback to the teacher, as their answers could range from elements of the skill or knowledge to use of a particular learning skill.

**Tell or Ask**

Children can be asked to write one question they have about the lesson – which could be a ‘what if?’ or ‘next could we...?’ question – or another opportunity to ‘tell’ if there was an aspect they didn’t understand.

 **Exit Pass/Ticket**

This is a check point used to shape additional instruction by providing feedback to the pupils and new strategies to help them learn the parts where they show weakness. The teacher poses a question or a short writing prompt and the pupils write their answers on a note card or a slip of paper. The idea is that they are not allowed to exit the room until they hand the teacher their exit card/exit ticket.

**Rate Your Lesson**

Children asked to rate their lesson on a scale. This is used as a basis for discussion for future learning and teaching experiences.

**Feedback Box**

Children post notes to give feedback to the teacher about the teaching, and identify what they need next to support their progress.

**Appendix 3.**

**Developmental Stages of Writing**



**Appendix 4**

**Learning Intentions and Success Criteria**

**Learning Intentions**:

* Need to combine breadth, depth, challenge and application. Hattie refers to this surface, deep and conceptual goals
* Can be short-term (for a lesson or part of a lesson), or longer-term (over a series of lessons).
* Must be adapted to make inclusive of all children.
* Can be grouped because one activity can contribute to more than one Learning Intention, or one Learning Intention may need several activities for the children to understand it fully.

**Unpicking Learning Intentions – Skill Not Context**

* Ensure the Learning Intention spells out a skill or knowledge without including the context. E.g. ‘*learning to write a set of instructions about making a sandwich*’ becomes ‘*learning to write instructions*’.
* Once the skill is revealed in its ‘clean form’, the Success Criteria becomes process based not content based. These are the processes we want pupils to have embedded so that they can apply them to any future learning, regardless of the context. If the context is included, children often see the skill as un-transferrable.

**Knowledge and Skills**

* ***Start planning with the E&O in order to ensure you make the Learning Intention and Success Criteria clearly related to knowledge and skills,.***
* ![C:\Documents and Settings\tayloj22\Local Settings\Temporary Internet Files\Content.IE5\XEP4UAA0\MC900078625[1].wmf]()Knowledge from prior Learning Intentions is essential as it engages the learner and provides a context. As CfE encourages ‘bundling’ of E&Os, it may also be being assessed at the same time (holistic assessment).
* Examples:
	+ To know the key events of World War 2 + **To be able to write a diary (context: an evacuee)**
	+ To know the key parts of a plant + **To be able to label diagrams (context: a flower).**

**Success Criteria**

* Must make clear the type or level of performance that they need to attain, so that they understand where and when to invest energies, strategies, and thinking, and where they are positioned along the trajectory towards successful learning.
* Must be shared, ensuring a deep understanding of what is desired, what success will look like, and how the tasks relate to the intention. Pupils can and should be involved in devising Success Criteria (Appendix 5 - Co-constructing Success Criteria).
* Must not relate merely to completing the activity or a lesson being engaging and enjoyable. Instead the major role is to get the pupils engaged in and enjoying the challenge of learning. It is challenge that keeps us investing in and pursuing goals and committed to achieving goals.
* Should be referred to as part of formative assessment as learning progresses, and at the end of a lesson/unit so that children know how much closer they are to achieving the Learning Intention and what their next steps are.

**Appendix 5**

**Strategies to Co-construct Success Criteria (Shirley Clarke)**

|  |
| --- |
| **Showing excellent, different examples of the same skill**Numeracy - Show three examples of word sums and their solutions. Each one has key words highlighted. A diagram and some calculations. Children identify the criteria and apply them in further examples. |
| **Demonstrating a technique or skill**Demonstrating a particular art technique, or a specific skill such as looking up a word in the dictionary, with the teacher thinking out loud throughout – helps children identify the steps or ingredients of the skill. They can be asked repeatedly ‘*What did I just do?’* as a way of gathering the Success Criteria.Older children can compile their own Success Criteria during the demonstration. This technique can be used to develop quality in Writing, for instance, where the teacher thinks about choice of words, encouraging children to call out better words or phrases.  |
| **Demonstrating good and bad**PE, Music, Art – give a practical demonstration of how to do a skill well and how to do it badly. |
| **Doing it wrong**Demonstrate how not to do a task, invite the children to correct and draw up the criteria as you go along (particularly good for mathematics with closed elements). |
| **Showing a wrong example** Science – Demonstrate a Science experiment *‘what liquids rot teeth the fastest?’* Make none of the variables constant and involve the children in seeing what should stay the same and what should change, therefore generating Success Criteria for a fair test. Writing – Showing children just a bad example of writing can be unsuccessful and time consuming as a way of generating Success Criteria and/or improving writing. Showing them an excellent and a bad example, by contrast, is extremely successful in modelling good writing and seeing how improvements can be made.  |
| **Working through it**Maths - Working through analysing a bar graph, and discussing what helped children to interpret it is a good way of pulling out its elements. |
| **Recounting practical experience**Literacy (Instructions). Children play a playground game and then have to explain to their partner how it was played. Analyse their discussions (time connectives, ordering steps and so on) and generate Instruction Success Criteria. |
| **Incomplete surprise letter or invitation**By providing a surprise which is incomplete, children instinctively want to include the missing elements.  |
| **Jigsaw the pieces** Literacy – Cut up the pieces of an excellent newspaper report, an invitation, a letter or a persuasive letter, and invite children to reassemble them. Involve them in analysing the content matter leading to the generation of the Success Criteria while also sharing a good example. |
| **Success Criteria Bingo**To revisit previously generated Success Criteria, ask children to quickly write the Success Criteria from memory on a blank bingo card grid. Hide the Success Criteria behind coloured shapes on the smart board. Choose children randomly to choose a shape, read out the Success Criteria and give an example of its meaning. Every child who has written that criterion crosses it out. Play continues until someone wins. The explanation of the criterion each time is the crux of the learning, cementing the understanding of the Success Criteria. |
| **Eavesdropping talk partners**Asking children to decide the Success Criteria for a Learning Intention, and simply walking around jotting down their ideas, is an efficient way of gathering Success Criteria.  |
| **Sloppy Success Criteria**Especially good for Numeracy, a calculation with errors is presented alongside its Success Criteria. The Success Criteria have been followed correctly so what has gone wrong. Children have to analyse the steps, the errors and put right the Success Criteria.  |