Objectives & learning outcomes

Do your pupils know what they are intended to learn and what success will look like?

Objectives are about what you want the pupil to learn, not about the tasks or activities you are going to do

Learning outcomes

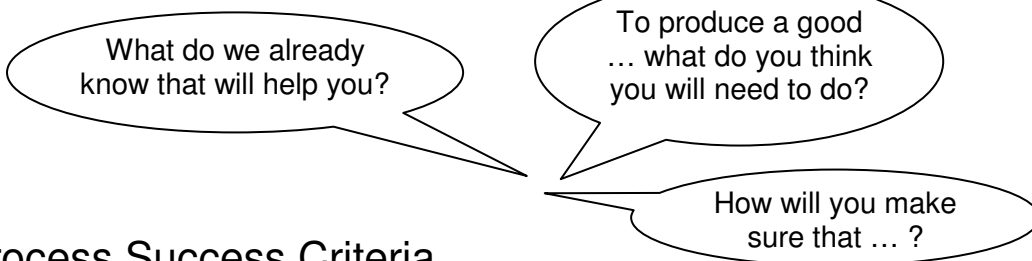Use one of these stems to let the pupils know what you expect from them

W e   **W** hat   **T** o

A re   **I** am   **B** e

L earning   **L** ooking   **S** uccessful

T o   **F** or   **Y** ou

or show pupils some examples of work and discuss them

or use questioning to help pupils to understand what is expected

> What do we already know that will help you?

> To produce a good … what do you think you will need to do?

> How will you make sure that … ?

Process Success Criteria

- To avoid objectives and outcomes that are about activities, not learning, try this.
- Separate out the skill/knowledge that you want pupils to learn from the context you will use. For example;

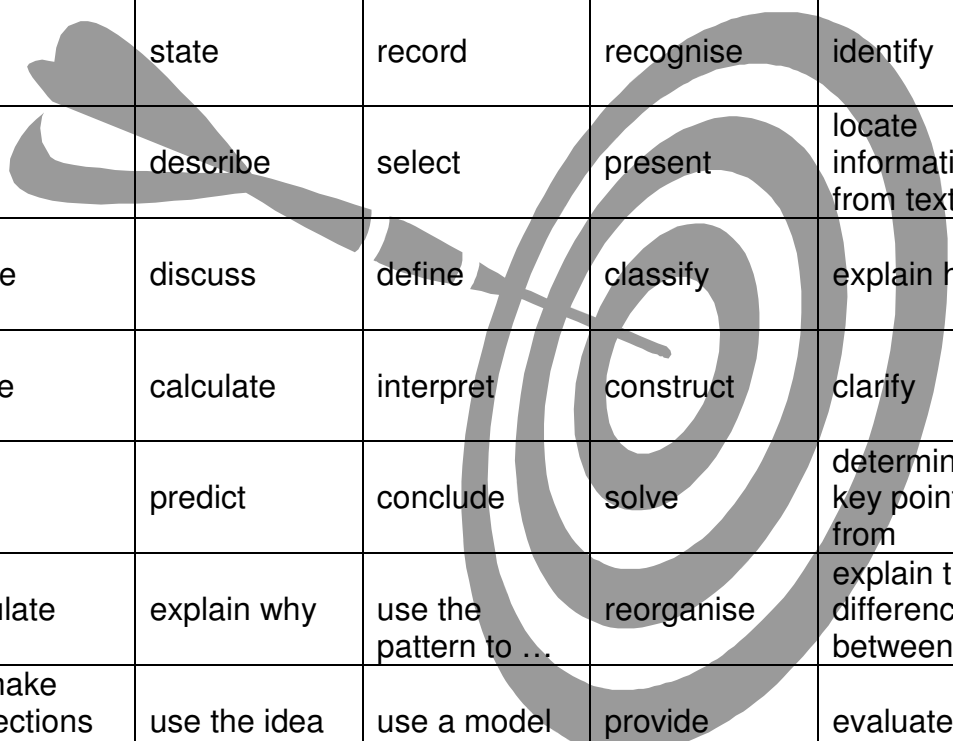| Learning Objective	Context	Success Criteria
To share a quantity into a ratio	Worksheet	Remember to: ▫ Add the parts ▫ Write the ratio as a fraction ▫ Multiply each fraction by the whole
To know ways of controlling drought	Savannah grassland	Remember to: ▫ List the different causes of drought ▫ Explain how these could be reduced ▫ List your recommendations for how people can cope and live with drought ▫ Make comparisons with "drought" in the UK

Closed skills tend to have chronological success criteria

Open skills tend to have ingredient style success criteria

Useful verbs for writing objectives

Look for the verb which fits best with your objective …
    … then move down the column to make the objective more challenging

draw	state	record	recognise	identify
sort	describe	select	present	locate information from text
decide	discuss	define	classify	explain how
devise	calculate	interpret	construct	clarify
plan	predict	conclude	solve	determine the key points from
formulate	explain why	use the pattern to …	reorganise	explain the differences between
link/make connections between	use the idea of … to …	use a model of … to …	provide evidence for	evaluate the evidence for

Verbs to AVOID when writing objectives

Avoid verbs that don't describe learning

discuss	**Procedures**	fill in
listen	**Tasks**	gather
complete	**Activities**	annotate
become aware of		empathise with
experience	**Vague**	understand
	Unspecific	
know	**Unfocused**	realise