



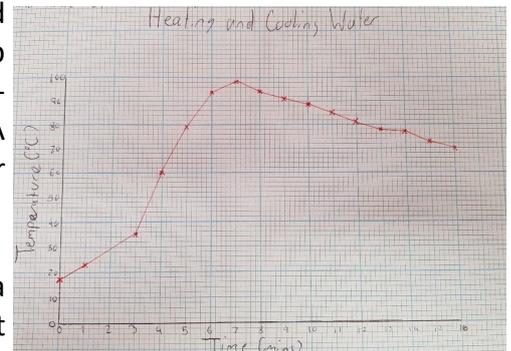
## Learning intentions and success criteria

### Co-collaboration of success criteria - Alistair Proctor

In a recent BGE Science lesson, students were involved in setting and measuring their own success criteria to ensure understanding and ownership of their learning. The purpose of the lesson was to construct a graph from data of a recent laboratory experiment. As such it was important to have clear criteria for success, to allow for ownership of their own work.

Pupils were grouped and each group was provided a copy of a good graph and a graph which had one deliberate mistake. Each group had a different deliberate mistake and these mistakes were designed to help highlight the requirements of a good graph. A whole-class discussion followed where the class shared their thoughts and identified all the success criteria for a good graph.

Once the lesson was complete and each pupil had constructed a graph, the pupils peer assessed each other's work against the set criteria and provided feedback to influence future improvements.

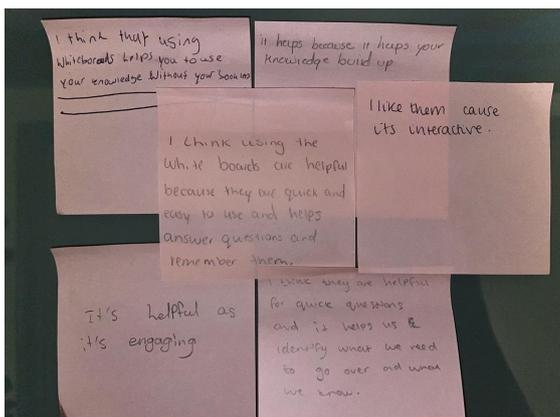


## Evidence of learning

### Show-me Boards—Kara McFadyen

Show-me boards (or mini-whiteboards) can be used to allow all pupils in a class to answer a question that has been posed by the teacher on their own board. Once pupils have written their answer, all pupils then hold their Show-me boards up at the same time to reveal their answer. It can then be useful to probe pupils further on their answers. Based on pupils' responses, any misunderstandings and misconceptions can be addressed, allowing pupils to receive specific and immediate feedback. As a result, I have found that using Show-me boards in my classes is the quickest and most effective way for me to assess pupils' understanding, and be responsive to pupils' needs.

I asked pupils to give me some feedback on their thoughts on using the Show-me boards in my class (the image below shows a sample of pupils' responses).



### Further reading-

The link below will take you to an article on 'The Power of Show-me Boards'. This article is an extract from 'The Teaching Delusion: Why teaching in our schools isn't good enough (and how we can make it better)' by Bruce Robertson.

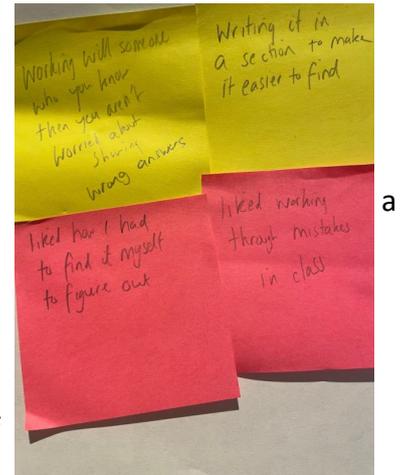
<https://theteachingdelusion.com/2020/05/17/the-power-of-show-me-boards/>

## Effective feedback

### Providing Feedback that Moves Learning Forward - Alistair Proctor

My S3 chemistry class completed homework which involved multiple questions of a similar type. I was keen to avoid giving a score. Had I put a tick next to each correct answer the pupils would have quickly been able to determine their mark. Instead I gave feedback which told the learner how many questions they needed to fix but not which ones were wrong. Time (about 20mins) was then allocated in the next lesson for pupils to work with partner to check their work and make changes.

Pupils liked getting feedback this way, citing the fact they had time in class to work on their mistakes and that they had to figure out where they had gone wrong. Based on feedback I am going to allow pupils to choose a partner to work with when fixing their mistake and provide feedback for each section of their homework rather than one overall comment.



## Instructing others

### Peer improvement activity in Higher Design and Manufacture - Paul Beards

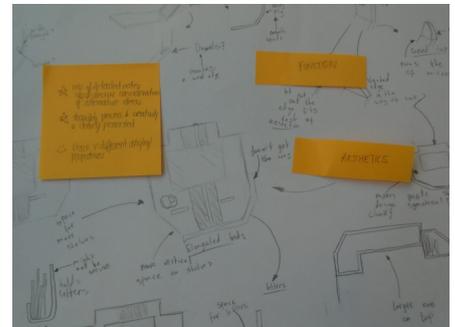
Context: The class have been working on a design folio for several weeks. Recently they have had to consider a range of design factors such as function, ergonomics and aesthetics in the development of their design.

This was an opportunity to assess their progress so far.

The students were paired up and given some Post-It notes. Each student was asked to look at their partners folio and identify where the different design factors had been considered. They were asked to look for this evidence in the sketches and annotations on the pages.

Once this was done I shared the success criteria for this section of the folio and asked them to write two stars and a wish for their partner.

For the remainder of the lesson the class were asked to work on the feedback from their partner. This activity took about 15 minutes. It was an excellent way of reinforcing the success criteria for the task and also a good way for the students to assess how they were doing compared to others in the class.



## Owning learning

### Progress Log/Diary in Design and Technology—Paul Beards

In Design and Technology we often use progress logs during an extended project type tasks such as a practical of design project. At the end of the lesson, pupils are given a few minutes to update their log by ticking off any tasks that have been completed and, crucially, writing down what they intend to do next time they are in class. The log pages are then handed back to the teacher—I normally store these in a ring binder. Before the next lesson I can look over the progress logs to get a picture as to what stage each pupil is at and plan accordingly. This approach allows pupils to track their progress and encourages responsibility for and ownership of learning. It is particularly useful when pupils are working on different tasks or may all be at different stages from each other. You do need to spend a little time showing pupils how to write a meaningful log entry. It could be easily adapted for use on a Chromebook.

Date	Tasks for next day	Resources?
5/11	Finish current Project, Start on table legs and	wood for
12/11	mark everything out for Tuesday	
19/11	Finish sanding down, get wood ready to use table next period, mark out table legs	
26/11	Stick out table legs, start using table	
3/12	Finish table legs including sanding, use table next lesson	
10/12	Finish on legs next lesson, sand down table stand	