



All teachers and classroom support staff.

Review the planning of effective WALTs and WILFs.

Develop our knowledge and understanding of the importance of adults knowing intended learning outcomes (WILFs) in each lesson.

Tip 1

We shouldn't expect children to second guess the purpose of a lesson.

Definitions

We Are Learning To: (We Are Learning About)

Learning Objectives, What children will learn.

Aim of lesson, Learning goal, teaching objective, learning intention,

What I'm Looking For:

Success criteria, How children will demonstrate their learning, *Learning outcome, evidence, lesson outcome.*

WILFs

Success criteria summarise the key steps (*method*) or ingredients the student needs to do, include or focus on in order to fulfil the learning outcome.

Shirley Clarke

Tip 2

Be clear about the difference between the learning objective (WALT) and the success criteria/ learning outcome (WILF).

WALT - Learning objective – goal

WILF - Success criteria:

- The learning strategies, the how of learning
- The outcomes, the product.

Tip 3

Make sure the WALT learning objective describes the learning and not the task.

For example:

We are learning to name/labelknowledge

We are learning to describeknowledge

We are learning to make.....skills

We are learning to word process.....skills

We are learning to characterise.....attitudes

We are learning about – “darkness is the absence of light”.understanding

Examples

We are learning to paint the sea.

Becomes

We are learning to choose colours which are shown the sea.



We are learning to recognise how our lungs work.

Becomes

We are learning to recognise how the body takes in oxygen and removes carbon dioxide.

Tip 4 Avoid repeating the WALT in the WILFs

Poor examples –

WALT – to choose colours which are shown in the sea

WILF - chosen colours which are shown in the sea.

WALT – label parts of the body

WILF – name 2 parts of the body

- name 4 parts of the body

Good example - Write instructions

WALT – write instructions to make a roman shield.

WILFs –

- written in the correct order (chronological)
- Bullet points or numbers used to organise
- Time connectives used to sequence
- Imperative (bossy) words used.

Tip 5 – Think Context

Differences in literacy and maths success criteria. Recipe analogy – making a cake

Literacy – the ingredients that need to go into a cake

Maths – the method used to make the cake

Literacy/ knowledge = ingredients

WALT

Write a story starter.

WILFs

- *Describe the setting*
- *Describe the characters*
- *Explain the problem*
- *Use powerful adjectives*

Maths/practical = Method

WALT

Use a number line to divide (whole numbers without remainders)

WILFs

- Start from 0 and jump in steps by the number you are dividing by
- Stop jumping when you reach your target number.
- Count how many jumps you did.



Effective WALTs

- focus on learning
- one key aspect from knowledge, understanding or skill (understanding and skill preferred)
- simple child-friendly language

Effective WILFs

- specific to the activity for achieving learning objective
- detailed information about your expectation of students
- Are precise and measurable. ...by the end of the lesson/day.
- simple child-friendly language
- Adults and children refer to them explicitly in check-ins during the lesson and in the plenary.

WILFs -Refer to them explicitly in check-ins during the lesson and in the plenary

Things you might say:

- To be successful you need.....
- What I am looking for is.....
- To produce a good.....what do you need to do?
- How will you make sure that.....?
- What do we already know that will help us.....?
- First.... Next..... Then..... and finally.....
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Moving Forwards

- All lessons should have a WALT and WILFs (matched to pupils' different learning).
- WALT and WILFs made clear to children at the start of lessons
- WILFs used by adults and pupils as check-ins throughout lessons
- WILFs used at the end of lessons to check the learning has happened.
- If you need more support to learn how to do this, make sure you ask...either a Senior Leader or your HOD.