

Practitioner Moderation Template

School Code	Carolside Primary
Practitioner Code	E25
Curriculum Area(s)	Sciences
Level	Second
Stage(s)	P5
Specific subject (if applicable)	

Experiences and Outcomes:

I can identify and classify examples of living things, past and present, to help me appreciate their diversity. I can relate physical and behavioural characteristics to their survival or extinction.

SCN 2-01a

When I **engage** with others, I can **respond** in ways appropriate to my role, show that I **value** others' contributions and use these to build on thinking.

Tools**LIT 2-02a****Learning Intentions:**

To identify characteristics of individual species.

To classify animals into specific groups.

To engage with others during group activities and respond appropriately.

To respect the opinions of others.

Success Criteria:

I can identify key facts that are specific to each of the five categories of vertebrates.

I can sort animals into groups using facts I know.

I can listen when others are talking and take my turn in a group discussion.

I can be respectful when responding to the opinions of others.

Briefly outline the context and range of quality learning experiences that have been provided making reference to the chosen design principles.

These lessons were taught as part of a Science Day.

Activity One

- Introduction to classifying objects.
- Classification of liquorice allsorts – sorting into different groups in groups of 4.
- Discussion and explanation of groupings to be shared with the class.

Activity Two

- Pupils given a selection of animal pictures and asked to sort them into groups in pairs.
- They then joined up with another pair and had to explain how they are sorted the animals. They were able to make changes to their groups based on the discussions that they had about how they had sorted the animals.
- Pupils shared their groupings and details of their discussions with the class.

Activity Three

- Teaching of classification and features of vertebrates.

Activity Four

- Group participate in collaborative mind mapping activity on classification of vertebrates and invertebrates. It also identified key facts that are specific to each of the five categories of vertebrates.

Activity Five

- Pupils to work individually to complete fact sheet on five categories of vertebrates.

Activity Six

- Pupils to self-assess their learning using two stars and a wish.

Record the range of assessment evidence that was gathered to meet the success criteria (Say, Write, Make, and Do) considering breadth, challenge and application.

Say – Group discussion during a variety of sorting activities. Presentation of findings to other groups and the class.

Write – Mind-map including groups of vertebrates and examples of invertebrates.

Do - A variety of sorting activities.

Did the learner successfully attain the outcomes? YES/NO

Yes

Briefly outline the oral/written feedback given to the pupil on progress and next steps, referring to the learning intention and success criteria.

Oral feedback was provided to the pupil throughout the lesson that referred to the success criteria particularly the listening and talking ones. At the end of the lessons the pupils were asked to self-assess their learning and their written feedback referred to this. In this instance particular reference was made to the fact that the pupil found using the ideas of others to inform their thinking difficult but that they had demonstrated this skill through their discussion about where to place the ostrich.

Next steps- Pupils will choose one group of vertebrates to research further and create a Fact File on. As they highlighted that they found the talking and listening success criteria more challenging they will be provided with further opportunities to develop these skills.

Pupil Voice:

What have you learned? How did you learn? What skills have you developed?

- How scientists classify animals.
- To explain how I have grouped things to other people and to justify how I have done it.
- How to work well as a team.

Learner Evidence

Experiences and Outcomes

I can **identify** and **classify** examples of living things, past and present, to help me appreciate their diversity. (I can relate physical and behavioural characteristics to their survival or extinction). SCN 2-01a

When I **engage** with others, I can **respond** in ways appropriate to my role, show that I **value** others' contributions and use these to build on thinking. LIT 2-02a

Learning Intentions

- To identify characteristics of individual species.
- To classify animals into specific groups.
- To engage with others during group activities and respond appropriately.
- To respect the opinions of others.

Success Criteria

- I can identify key facts that are specific to each of the five categories of vertebrates.
- I can sort animals into groups using facts I know.
- I can listen when others are talking and take my turn in a group discussion.
- I can be respectful when responding to the opinions of others.
- I can use the ideas of others to inform my thinking.

ACTIVITY 1 – EVIDENCE OF LEARNING

Make	Say	Write	Do
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Pupil

"We classified them by the type of animal that they are: birds, farm animals, fish, insects..."

Pupils were given a selection of animal cards. They completed this task in pairs and then joined with another pair to compare how they had classified the animals. The pupils were asked about the discussion that they had with each other:

"We disagreed about the ostrich. The girls didn't think it should be included in the birds because it can't fly. We agreed it couldn't fly but thought it was a bird because it had feathers. In the end we all agreed that it should be a bird."

Teacher

This is evidence that the following success criteria have been met:

- I can sort animals into groups using facts I know.
- I can be respectful when responding to the opinions of others.
- I can use the ideas of others to inform my thinking.

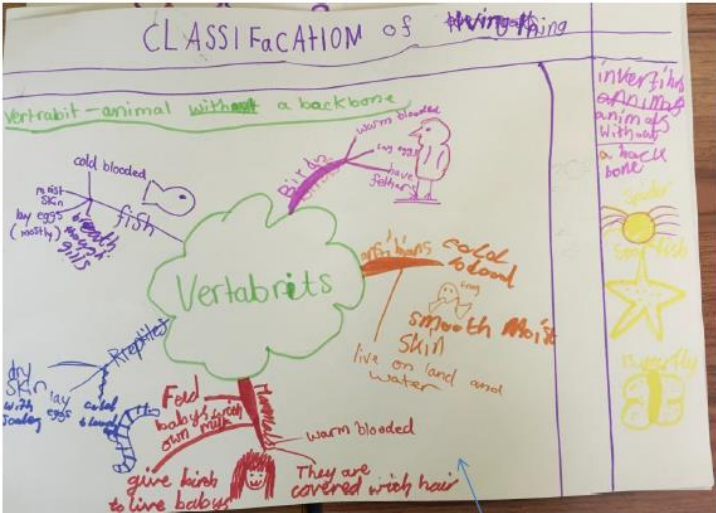
ACTIVITY 2 – EVIDENCE OF LEARNING			
Make	Say	Write	Do

Activity

Prior to completion of this activity the class had already explored the characteristics of vertebrates. Pupils worked in groups of 4 to complete the mind mapping activity. Members of each group were given 1 minute to look at the teacher's picture and then return to their group and try to replicate the picture they had seen. This was repeated several times and required the group to work together

Pupil

"We worked well as a group. Once we had seen the picture we discussed what we were going to do and decided to split the picture up. We took a different group each... X found it difficult to do the writing but was good at getting information so we did the writing and they got the information for us"



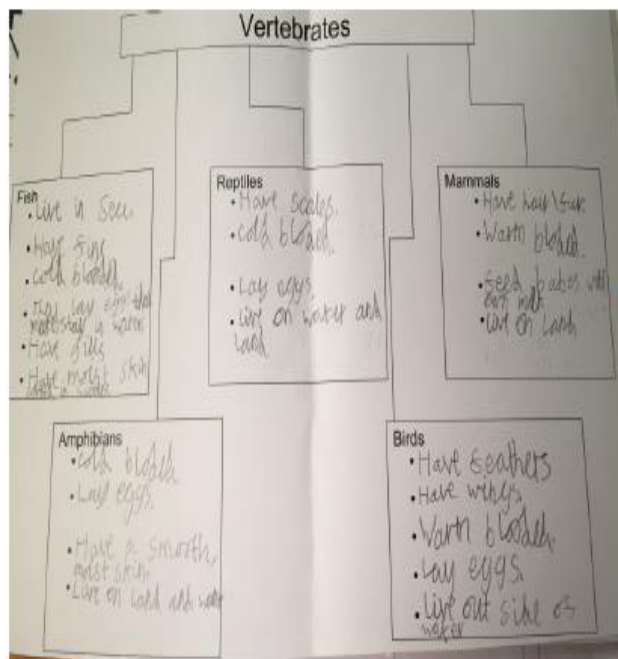
Teacher

This is evidence that the following success criteria have been met:

- I can identify key facts that are specific to each of the five categories of vertebrates.

It is evident that different members of the group took responsibility for a different group of vertebrates therefore I cannot say that the above success criteria was met specifically by the individual. As a result activity 3 was completed to allow me to assess whether the children had met the success criteria individually.

- I can listen when others are talking and take my turn in a group discussion.

Teacher

This is evidence that the success criteria has been met by the individual:

- I can identify key facts that are specific to each of the five categories of vertebrates.

The pupil was asked to self-assess their learning at the end of the science day against all the success criteria.

Their wish highlights that although I would say that they had met these success criteria that they didn't feel as confident with this and that it may require further work.

★ I can sort animals into groups using facts I know

★ I can be respectful when responding to the opinions

☹ I find using the ideas of others to inform my thinking tricky