

Practitioner Moderation Template      Learner Evidence  
East Renfrewshire Council: Education Department  
Practitioner Moderation Template



School Code	
Practitioner Code	E11
Curriculum Area(s)	Literacy Talking and Listening
Level	Early
Stage(s)	P1
Specific subject (if applicable)	

**Experiences and Outcomes:**

I enjoy exploring and choosing stories and other texts to watch, read or listen to, and can share my likes and dislikes.

**LIT 0-01b / LIT 0-11b**

Within real and imaginary situations, I share experiences and feelings, ideas and information in a way that communicates my message. **LIT 0-09a**

**Learning Intentions:**

To choose a story.

To share feelings, likes and dislikes about a story.

To communicate my message clearly.

**Success Criteria:**

I can choose a story.

I can share my feelings, likes and dislikes about a story.

I can talk in a loud and clear voice.

I can look at the audience.

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

The children had to choose a story from home to review their dislikes and likes to their peers as part of book week. **(Personalisation and choice/ relevance/enjoyment)**

The children were encouraged to choose a story that had been read to them previously and to try to read the words themselves. **(Challenge)**

Prior to this the class teacher read the selection of books given by the local library and modelled how to identify likes and dislikes. This was then developed by the P7 pupils who had created individual books for the children. The P7 pupils then supported the children by helping them to identify their likes and dislikes in the personalised stories.

**(Breadth/progression)**

The children had to prepare a short talk to include the author and illustrator's name and the reasons they liked or didn't like the story. They were given the learning intentions and the success criteria were negotiated. These were then used by the children to self and peer assess the reviews.

## Practitioner Moderation Template

## Learner Evidence

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 – Peer assessment, self-assessment and teacher assessment all provided orally and recorded on assessment sheet.

Did the learner successfully attain the outcomes? YES/NO

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

I created an assessment record sheet to record the feedback from both myself and the peer assessor. I firstly provided oral feedback to the pupil to praise their use of voice projection, eye contact and sharing their person likes/dislikes. I then informed them of how they could continue to build upon their skills for similar tasks and activities in the future. I also recorded my comments in the teacher feedback section of the record sheet, praising her success at achieving each learning intention.

**Pupil Voice:**

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

'I have learned to look at everyone watching me. That's how I know they are listening.'

'Looking at my teacher and my best friend Charlotte helped me to work on how well I look at people when I'm talking and also that I need to use a bigger voice so everyone hears.'

'I can now speak in a louder voice so that boys and girls sitting at the back can hear me. I think I now feel really good at telling people about my best book. I really want to do it again!'

# Learner Evidence

**Early Level**  
Talking and Listening

**Experiences and Outcomes**  
*Within real and imaginary situations, I share experiences and feelings, ideas and information in a way that communicates my message.*  
Creating Texts  
LIT 0-09a LTW

*I enjoy exploring and choosing stories and other texts to watch, read or listen to, and can share my likes and dislikes.*  
Enjoyment & Choice  
LIT 0-01b / LIT 0-11b LTR

**Significant Aspects of Learning**

- Select a story.
- State likes and dislikes.
- Give a personal response when reading texts.
- Use appropriate skills to communicate a message clearly.

**Learning Intentions:**

To choose a story.  
To share feelings, likes and dislikes about a story.  
To communicate my message clearly.

**Success Criteria:**

I can choose a story.  
I can share my feelings, likes and dislikes about a story.  
I can talk in a loud and clear voice.  
I can look at the audience.

**Evidence of Learning:**  
say make write do

**Context of Learning**

As part of book week the children were asked to choose a story from home and bring it into school to review to their peers. The children had to prepare a short talk including details about the author and illustrator's names and a short summary of the story and their feelings about it. E.g. any likes or dislikes the children had of the story or characters. The children were told they would self-assess and be peer assessed against the success criteria of talking in a loud clear voice and looking at the audience when sharing their information.

**Learner Voice**

I couldn't wait to bring my favourite book into school today. I love fairies and that's why I chose this story. I could speak loud enough so that all the boys and girls could hear me. I tried really hard to look at everyone when I was speaking. I think that I am a successful learner and hope that I have earned some points for my group.

**Teachers Voice**

Lauren was very enthusiastic about her chosen book and could confidently share her likes and dislikes with the class. She projected her voice very well and all the children could hear what she was saying. Lauren used good eye contact when engaging with her audience.

Amy (Peer assessor):  
Lauren spoke loudly and she told us what she liked and didn't like about the story. She showed us her favourite page in the book. She looked at us when she was talking.

Name: Lauren Canavan Date: 27/11/15

*Within real and imaginary situations, I share experiences and feelings, ideas and information in a way that communicates my message.* LIT 0-09a

*I enjoy exploring and choosing stories and other texts to watch, read or listen to, and can share my likes and dislikes.* LIT 0-01b / LIT 0-11b

**Learning Intentions:**

- To choose a story.
- To share feelings, likes and dislikes about a story.
- To communicate my message clearly.

**Peer Assessment:**  
Name of assessor: Amy Todd

Success Criteria	Traffic Lights
• You talked in a loud and clear voice.	
• You looked at the audience.	

**Self Assessment:**

Success Criteria	Traffic Lights
• I can choose a story.	
• I can share my feelings, likes and dislikes about a story.	
• I can talk in a loud and clear voice.	
• I can look at the audience.	

**Teacher feedback:**  
*Fantastic, Lauren! I really enjoyed hearing about your favourite story. You spoke in a lovely clear voice and looked at your audience. Well done! ☺*

Self-assessment shows awareness of success criteria and how to improve.