

Prior to the moderation exercise, please complete the following information and submit it to your facilitator with assessment evidence from one learner that you judge to have successfully attained the Es and Os.

School Code	
Practitioner Code	G10
Curriculum Area(s)	Literacy and Social Studies
Level	Second
Stage(s)	P6
Specific subject (if applicable)	Note taking and Europe

**Experiences and Outcomes:**

As I listen or watch, I can make notes, organise these under suitable headings and use these to understand ideas and information and create new texts, using my own words as appropriate.

LIT 2-05a

I can explain how the physical environment influences the ways in which people use land by comparing my local area with a contrasting area.

SOC 2-13a

**Learning Intentions:**

Lesson 1

We are learning to create detailed notes with increasing independence.

Lesson 2

We are learning to use our notes to create a variety of texts for different purposes and audiences.

Lesson 3

We are learning to explain how the physical environment influences land use.

**Success Criteria:**

We will be able to:

Lesson 1

- listen to identify key words and record relevant information.
- choose an appropriate format i.e. mind map, table, flow chart, bulleted list
- organise notes under suitable headings to clarify my thoughts.
- make brief, legible notes that make sense to the reader.
- use notes as a 'trigger' to recall detail.
- develop fluency and speed of writing whilst note taking.

Lesson 2

- read notes and expand them in more detail for others to understand.
- apply our notes to create a fact file about the features of Southern Spain
- select appropriate information to be included in fact file.

Lesson 3

- choose an appropriate format i.e. mind map, table, flow chart, bulleted list
- make brief, legible notes that make sense to the reader.
- develop fluency and speed of writing whilst note taking.
- discuss physical features of Southern Spain and how they influence land use.
- suggest headings to organise notes.
- list the positive and negative impacts of Tourism in Southern Spain, using my notes.

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

The class had been studying Europe and were beginning to explore individual countries within the continent in more depth. Children were going to watch a series of case study videos and take notes on them.

**Lesson 1:**

- **Introduction:** Establish prior knowledge about note making. Use key questions to focus discussion. 'When are notes used?' 'Why are they used?' 'What are the features of good notes?' 'Who might use notes?' (PROGRESSION)  
Pupils participate in a carousel activity to answer key questions. Share and discuss as a class, displaying suggestions on a mind map.
- **Development:** Pupils complete self-assessment of their current ability to make effective notes.
- Explain that pupils are going to focus on learning about Southern Spain and will be creating a persuasive brochure that will encourage people to visit there.
- Use *Portrait of Europe DVD: Southern Spain: Features of Southern Spain* to listen to and watch. Children make notes on mini-whiteboard in any format for use in their Southern Spain brochure. (PERSONALISATION AND CHOICE) After note-taking, encourage children to suggest the challenges of note-making when listening and watching media.
- Groups discuss ways in which note-taking could be improved. Share suggestions and make a list of improvements. (Refer to S.C on PowerPoint during discussion)
- Children set themselves a personal target for note-taking. Watch the video again, this time adding extra detail and focussing on improving on their target. Discuss the importance of including enough detail in your notes for later use. (CHALLENGE)
- Use randomiser to take suggestions to create a class set of notes. Fill in on Interactive Whiteboard.
- **Plenary** - Children swap notes with a partner to orally assess their progress on meeting their note-taking target. Partner will traffic light their target and write a short comment.

**Lesson 2:**

- **Introduction:** Use Randomiser Wheel to recall features of good note-taking.
- Mixed ability partners orally share notes from Southern Spain video clip.
- **Development:** Teacher in role introduces the XA Travel Agency and explains that the children are going to take on the role of Travel Agents. Explain that the children will have to use their notes to create a holiday brochure for Southern Spain.
- Issue examples of holiday brochures and discuss the key features as a class. (attractive pictures, subheadings, small chunks of text, etc)
- Show class a good and poorer example of a holiday brochure. Ask the children to reflect on the features discussed earlier. (PREGRESSION)
- Working in partners on mini-whiteboards, children expand their notes in more detail for others to understand. Encourage partners to select appropriate information specific to the subheading.
- Partners plan and create their holiday brochure. (PERSONALISATION, CHOICE AND CHALLENGE)
- **Plenary:** Children individually complete self-assessment rubrics.

**Lesson 3**

- **Introduction:** Pupils share what they have learned about good quality note-taking and decide whether they would like to add to or change their original note-taking target. Pupils create their own success criteria by listing quality and relevant not taking skills on the IWB. (PREGRESSION, PERSONALISATION, CHOICE AND CHALLENGE)
- **Development:** Watch *Portrait of Europe DVD: Southern Spain: Tourism. Encourage children to select an appropriate format to take notes.* Children make notes on mini-whiteboards for use in their jotter work. (PERSONALISATION AND CHOICE)
- Children explain why Southern Spain is such a popular tourist attraction, reflecting on the physical environment. Discuss with the class and get them to respond to 'Why is Spain popular with tourists?' referring to the physical environment in their answers. (CHALLENGE)
- Discuss as a class what notes they took down. What did they find out?
- Ask them to discuss with their partners how they could organise their notes under suitable headings?
- Explain that tourism can have positive and negative effects on the land use (and settlements).
- Children create bullet point list of positive and negative effects of Tourism.
- **Plenary:** Pupils to refer back to their original note taking target and self-assess against it.

## 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

- Describe good listening habits.
- Suggest features of good note-taking.
- Explain their preferred method of recording notes.
- Expand on their notes by adding supporting detail.
- Peer assess others ability to make notes.
- Describe the physical environmental feature of Southern Spain.
- Explain how the physical environment influences land use.

### Write

- Write brief, legible, notes including only appropriate information.
- Use notes to write a persuasive travel brochure about Southern Spain.

### Do

- Demonstrate good listening skills
- Discuss and shares notes before writing travel brochure.

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

See attached evidence

### Pupil Voice:

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

See attached evidence

Did the learner successfully attain the outcomes? YES

# Learner Evidence

<b>Second Level</b>
Literacy and English
Social Studies

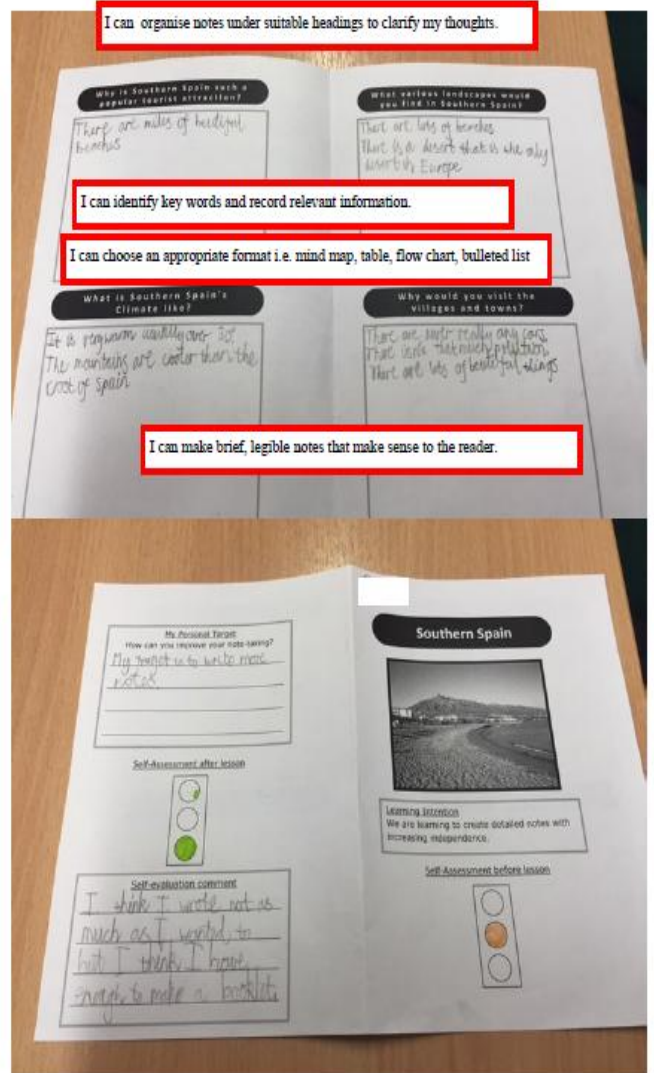
<b>Evidence of Learning</b>			
Say	Write	Make	Do

<b>Experiences and Outcomes</b>
As I listen or watch, I can make notes, organise these under suitable headings and use these to understand ideas and information and create new texts, using my own words as appropriate.
LIT 2-05

<b>Learning Intention</b>
<u>Lesson 1</u>
We are learning to create detailed notes with increasing independence.

<b>Teacher Voice</b>
I felt the pupil clearly understood the LI and was aware of how to achieve this. The pupil was able to tell me he had used note taking during News Round tasks prior to Primary 6. He could identify key not taking skills.
Through discussion the pupil could describe appropriate formats and how to take notes. He successfully took relevant notes in a style which suited him.
The pupil was unsure of his ability level of note taking so gave himself an amber self assessment.
<u>Next Steps:</u> Using the notes he will explore the usefulness of his notes and create a brochure from them. I feel his next challenge would be to develop his fluency and speed of writing while note taking.

<b>Pupil Voice</b>
<i>What have you learned?</i> The pupil learned that he could take notes and that he remembered how to take them.
<i>How did you learn?</i> Pupil felt he had improved his note taking skill and was able to relate this skill to the next task, using his notes.
<i>What skills have you developed?</i> He felt he developed his listening.
<u>Next Step:</u> The pupil identified taking more notes in following lesson. After a conversation it was highlighted that he was a confident writing he just needed to develop listening and writing at the same time.



## Practitioner Moderation Template

## Learner Evidence

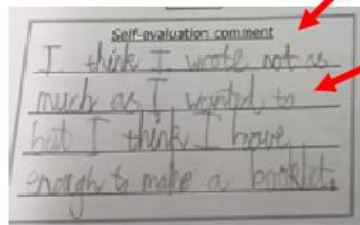
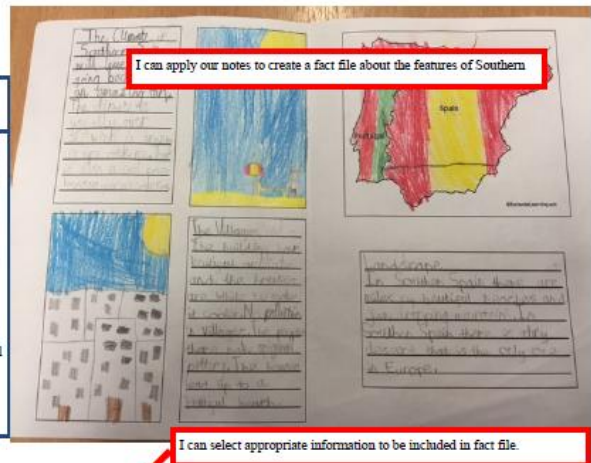
<b>Second Level</b>
Literacy and English
Social Studies

<b>Evidence of Learning</b>			
Say	Write	Make	Do

<b>Experiences and Outcomes</b>
As I listen or watch, I can make notes, organise these under suitable headings and use these to understand ideas and information and create new texts, using my own words as appropriate.
LIT 2-05

<b>Learning Intention</b>
<b>Lesson 2</b>
We are learning to use our notes to create a variety of texts for different purposes and audiences.

<b>Teacher Voice</b>
The pupil was able to read his notes and expand this information. He included this information in a brochure describing features of Spain. He listened well during lesson 1 and was able to differentiate, independently, between relevant and irrelevant information to be noted. Because of this, all of this notes were relevant information to be included in his brochure. He produced a fantastic brochure!
<b>Next Step:</b>
Having used his notes to create a new text, the pupil saw the need for quality and relevant notes. They will be able to improve their future note taking and related tasks by applying this awareness.



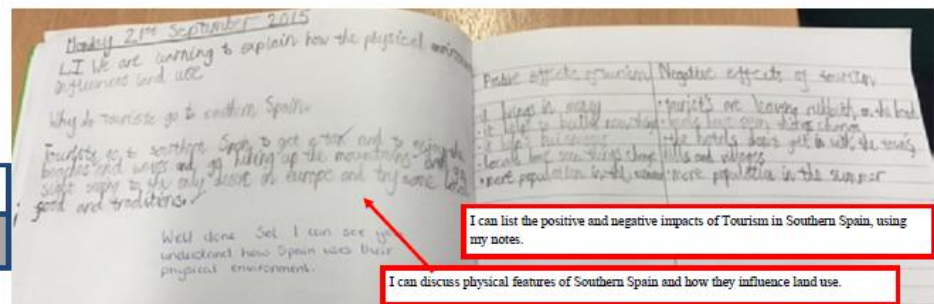
<b>Pupil Voice</b>
<b>What have you learned?</b> The pupils learned that he took successful notes in lesson 1.
<b>How did you learn?</b> He highlighted that he did not take any notes that he did not use so he felt he listened to the right parts of the video.
<b>What skills have you developed?</b> Listening and his writing as he had to create sentences which would attract tourist to look at his brochure.
<b>Next Step:</b> The pupil will develop his note taking skills and take notes on a video. He will then use these notes to come to an informed conclusion about how Spain uses its physical environment.

<b>Second Level</b>
Literacy and English
Social Studies

<b>Evidence of Learning</b>			
Say	Write	Make	Do

<b>Experiences and Outcomes</b>
As I listen or watch, I can make notes, organise these under suitable headings and use these to understand ideas and information and create new texts, using my own words as appropriate.
LIT 2-05a
I can explain how the physical environment influences the ways in which people use land by comparing my local area with a contrasting area.
SOC 2-13a

<b>Learning Intention</b>
<b>Lesson 3</b>
We are learning to explain how the physical environment influences land use.



<b>Teacher Voice</b>
The pupil took detailed and relevant notes on his mini white board.
He was able to use his notes and determine how the physical environment influences land use.
This pupil was the first to identify the pattern of positive and negatives effects of tourism in his notes. He suggested the headings.
We discussed trigger words for notes instead of statements and sentences.
<b>Next Step:</b>
Continue to develop his note taking. Concentrating on trigger words to help develop fluency.

<b>Pupil Voice</b>
<b>What have you learned?</b> The pupil was able to take more notes as he wrote quicker and listened well.
<b>How did you learn?</b> He focused on not writing in sentences as he had learned from lesson 2 that he was able to expand notes at a later date.
<b>What skills have you developed?</b> Listening, writing notes quickly and neatly.
<b>Next Step:</b> The pupil will apply his note taking skills in literacy in a Poppy Scotland mini topic. He will listen to 3 videos and take notes on them. He will then create different media from his notes, individually and in groups.