

**East Renfrewshire Council: Education Department
Practitioner Moderation Template**

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	G
Practitioner Code	G10
Curriculum Area(s)	Literacy and Social Studies
Level	Second
Stage(s)	P.6
Specific subject (if applicable)	

Experiences and Outcomes:

I enjoy creating texts of my choice and I regularly select subject, purpose, format and resources to suit the needs of my audience. **LIT 2-20**

I can spell most of the words I need to communicate, using spelling rules, specialist vocabulary, self-correction techniques and a range of resources. **LIT 2-21a**

I can discuss why people and events from a particular time in the past were important, placing them within a historical sequence.

SOC 2-06a

Learning Intentions:

Lesson 1 - how to identify and organize events from a particular time in the past

Lesson 2 - how to research people and events from a particular time in the past

Lesson 3 - how to create, design and select a format for a text

Lesson 4 - how to report on the impact of an event from a particular time in the past

Lesson 5 - how to select a format of text to convey information

Success Criteria:

Lesson 1

SC: I can identify key dates of the Black Slave trade

SC: I can place the key dates in chronological order

SC: I can create a text timeline

SC: I can work with a partner

SC: I can use dictionary and given resources to check my spelling

Lesson 2

SC: I can identify the main events of the Black Slave trade

SC: I can create a text of my choice conveying a main event of the slave trade (poster or leaflet)

SC: I can use the internet to research the black slave trade

SC: I can use a range of resources to ensure my spelling is correct

Lesson 3

SC: I can write a report

SC: I can select how I want to format my news article

SC: I can identify and use informative language

SC: I can apply specialist vocabulary in my news article

Lesson 4

SC: I can write a script

SC: I can identify and apply key features of a script

SC: I can present my report to an audience

SC: I can use a range of resources to ensure my spelling is correct

Lesson 5

SC: I can create a text of my choice

SC: I can select the purpose and format of my text

SC: I can write reflectively

SC: I can write in first person

SC: I can use range of resources to ensure my spelling is correct

SC: I can use specialist vocabulary to enhance my text

Briefly outline the context and range of quality learning experiences:

Lesson 1

- Ask children if they are aware of any significant historical events associated with the Caribbean. Identify the Black Slave Trade. Explain what slavery is. Explain to children they are going to deal with various sources and will have to find key information to create a text timeline. E.g. dates and main events associated with particular dates. Discuss what it means to put dates in chronological order. **COHERENCE**
- The children will be given source packs which include different sources of information. The children should highlight the key dates from each sources, as well as the key information in each source. Once complete, the pupils will use their highlighted work to create their own text timeline.
- Pupils will work in pairs and will continually check that their timeline includes key information and that it is in the correct order. The children will also be asked to, on their whiteboards, list the key events from this time in history to secure their knowledge. **CHALLENGE AND ENJOYMENT**
- The children will be encouraged to use their dictionaries and the source pack to ensure their spelling is correct.

Lesson 2

- Refer back to the Black Slave Trade recap what it is via YouTube video. Recap main events identified previously on timeline.
- Children research a key date of the Black Slave Trade - children record information about this in their research jotters. **DEPTH** Children create a poster/leaflet (this is their choice) based on their key date. **PERSONALISATION AND CHOICE** Refer back to what would be required to create a poster/leaflet - title, the date, a picture and key vocab. Encourage children to use various resources to check their spelling is correct, for example Microsoft word.

Lesson 3

- Discuss with children how could people be aware of what is happening about the slave trade e.g. if you were intending to purchase a slave, if you were a slave yourself (you would want to know if the slave trade is coming to an end) - Would they have the internet?
- Children think, pair, share what they could write a news article about in the slave trade - first slave case goes to court, refer back to notes in research jotter. Talk to children about the format of a newspaper - title, written in columns, date reported and a small picture. **PERSONALISATION AND CHOICE** Discuss appropriate language - informative language - communicates a message - avoid repetition, contains facts and gives information in a clear way. **BREADTH** Identify words associated with slave trade and ensure these are included in news article.

Lesson 4

- Encourage children to think about the impact the black slave trade has had on various people's lives. Children will be able to demonstrate their knowledge of key features of a script by writing their own about the black slave trade. **DEPTH**
- Children work together in 4s and give each other a role (this promotes the opportunity of choice) - news anchor, interviewer, slave and an owner. Children need to write a script for what their character would say. Children again have the choice to decide what is going into their script. **PERSONALISATION**
- Record their script using the I pads whilst performing to the class. **BREADTH**

Lesson 5

- Children select a text of their choice from the point of view of a slave.
- Ask children what they might write about, what they could include e.g. thoughts and feelings. **COHERENCE** Encourage children to use dictionaries to check their spelling and thesauruses for specialist vocabulary. Get children to consider the layout of their work depending on the format they chose. **PERSONALISATION AND CHOICE**
- Children can refer back to main events they have identified previously.
- Jotter marked using 2 stars and a wish.

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 - Learners will say the key events that they have selected and say which order they occurred in (peer/teacher). Learners will be able to say which key events they selected to research and orally give details about what they investigated (peer and teacher). Children will be able to say 'specialist vocabulary' in relation to the slave trade (teacher). Learners will say and present their scripts to the class (peer/teacher). Learners will be able to engage with class discussion and the answering of questions across the series of lessons (teacher).

Write - Learners will write a newspaper report, script and facts in relation to a main event of the slave trade (Peer/ teacher/self.)

Make - Learners will make a short film on the Ipads, using their script that they have written. Children will make a poster/leaflet of their choice. (self/peer)

Do - Children will use dictionaries and online spell checkers to spell most of the words they require to communicate their learning. Children will identify appropriate research facts in relation to a main event of the slave trade. (self,teacher)

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

See evidence.

Pupil Voice:

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

See evidence.

Did the learner successfully attain the outcomes? YES

Practitioner Moderation Template

Learner Evidence

Learner Evidence

1. Social Studies and Literacy

Experiences and Outcomes:

I enjoy creating texts of my choice and I regularly select subject, purpose, format and resources to suit the needs of my audience. **LIT 2-20**

I can spell most of the words I need to communicate, using spelling rules, specialist vocabulary, self-correction techniques and a range of resources. **LIT 2-21a**

I can discuss why people and events from a particular time in the past were important, placing them within a historical sequence. **SOC 2-06a**

Learning Intention

We are learning to identify and organize events from a particular time in the past.

Success Criteria

I can identify key dates of the Black Slave trade.
I can place the key dates in chronological order.
I can create a text timeline.
I can work with a partner.
I can use dictionary and given resources to check my spelling.

Evidence of Learning

<u>Say</u>	Make	<u>Write</u>	Do
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Teacher Voice

The pupil was confident at identifying key dates within the Black Slave Trade. She recorded dates on her whiteboard before creating their text timeline to ensure they were in the correct order. She also summarised some of the key dates on the source sheet provided. She worked well with a partner as they had taken it in turns to write each date and event associated with that date on the timeline. She actively referred back to the source sheet provided to ensure her spelling was correct. She recorded the dates in chronological order whilst summarising the main event associated with each year. This pupil only referred to the source sheet to aid their spelling, in future they should engage with all resources available to them.

Pupil Voice

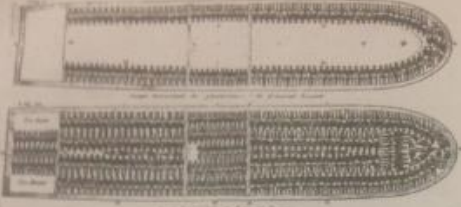
I was learning to put dates into the correct order to create a timeline. My partner and I had to think about sorting the dates into the correct order. I had to identify the main event and the date linked with that event. I had to refer back to the sheet to make sure I copied down the correct dates and events. I enjoyed looking for the information and then going on to create a timeline.

Next Steps

Next time I will need to use a dictionary to make sure I spell words correctly.

Practitioner Moderation Template

Learner Evidence



The Slave Trade Act 1788, also known as Dolben's Act, was an Act of Parliament which placed limitations of the number of people that British slave ships could transport, related to tonnage. It was the first British legislation passed to regulate slave shipping.

Source F

In 1772, slave James Somerset escaped from his owner in London. He was caught, but with the help of campaigner Granville Sharp the case went to court and he was freed. Many people thought this meant slavery was outlawed in Britain. Of course, they were mistaken.

In 1737, Bristol overtook London as England's leading slave port. 37 journeys were made each year.

Source H

Key dates and events associated with that date have been highlighted.

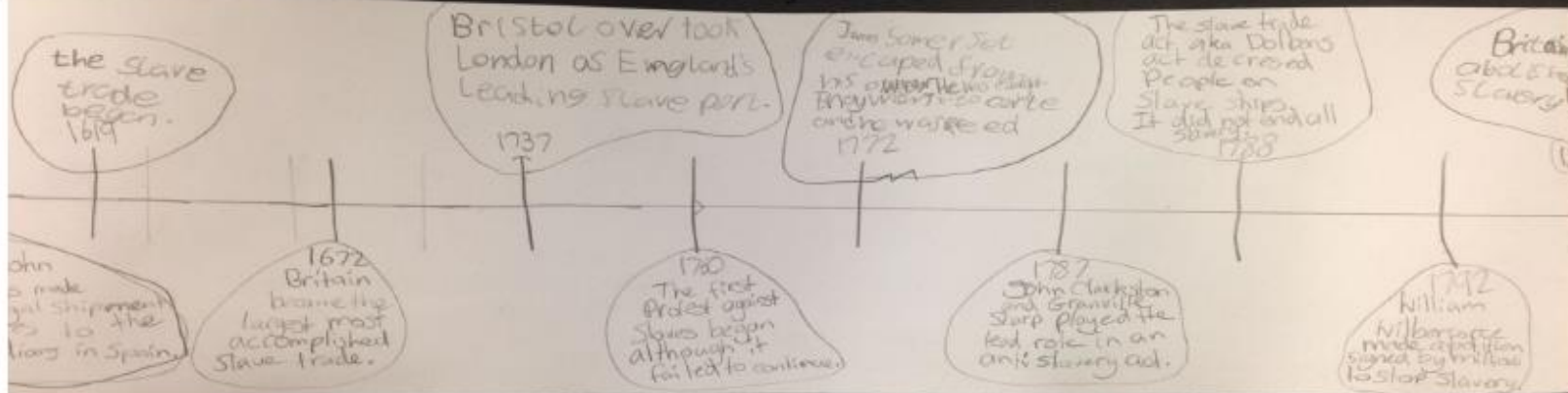
Example of an event written in a summarised format.

They went to court and James was freed.

Practitioner Moderation Template

Learner Evidence

Children have taken it in turns to write each date.



Years have been ordered chronologically.

Key events summarised and recorded with the correct date.

Practitioner Moderation Template

Learner Evidence

2. Social Studies and Literacy

Experiences and Outcomes:

I enjoy creating texts of my choice and I regularly select subject, purpose, format and resources to suit the needs of my audience. **LIT 2-20**

I can spell most of the words I need to communicate, using spelling rules, specialist vocabulary, self-correction techniques and a range of resources. **LIT 2-21a**

I can discuss why people and events from a particular time in the past were important, placing them within a historical sequence. **SOC 2-06a**

Learning Intention

We are learning how to research people and events from a particular time in the past.

Success Criteria

I can identify the main events of the Black Slave trade
I can create a text of my choice conveying a main event of the slave trade (poster or leaflet)
I can use the internet to research the black slave trade
I can use a range of resources to ensure my spelling is correct

Evidence of Learning

Say	<u>Make</u>	<u>Write</u>	<u>Do</u>
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Teacher Voice

This pupil was confident at recalling the main events of the Black Slave Trade. They picked out a main event and the research they had recorded in their jotter was appropriate to their chosen event. The amount of information recorded was sufficient for the task. The poster they had created was based on the research they had recorded. Next time, this pupil should engage with the range of resources available to ensure their spelling is correct. She will also work on the next steps she identified herself.

Pupil Voice

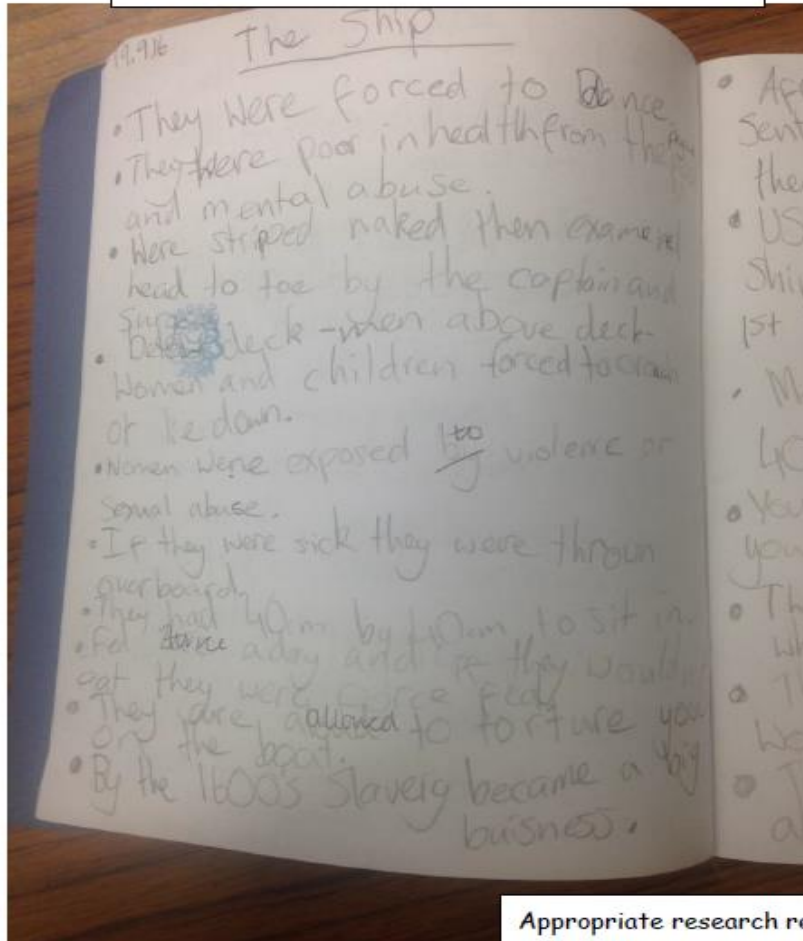
I had to research a main event from the Black Slave Trade. I had to pick an event and look up the event on the computer. I then had to write down what I had found out about my event, but sometimes there was no information on a website I went onto. I had to make sure I selected the correct information from the website. The poster was easy to create as I already had the information recorded. I developed my research skills. I liked using the different websites to look information up and I enjoyed making the poster.

Next Steps

Next time I will try to use more websites to make sure I can get a wider range of information.

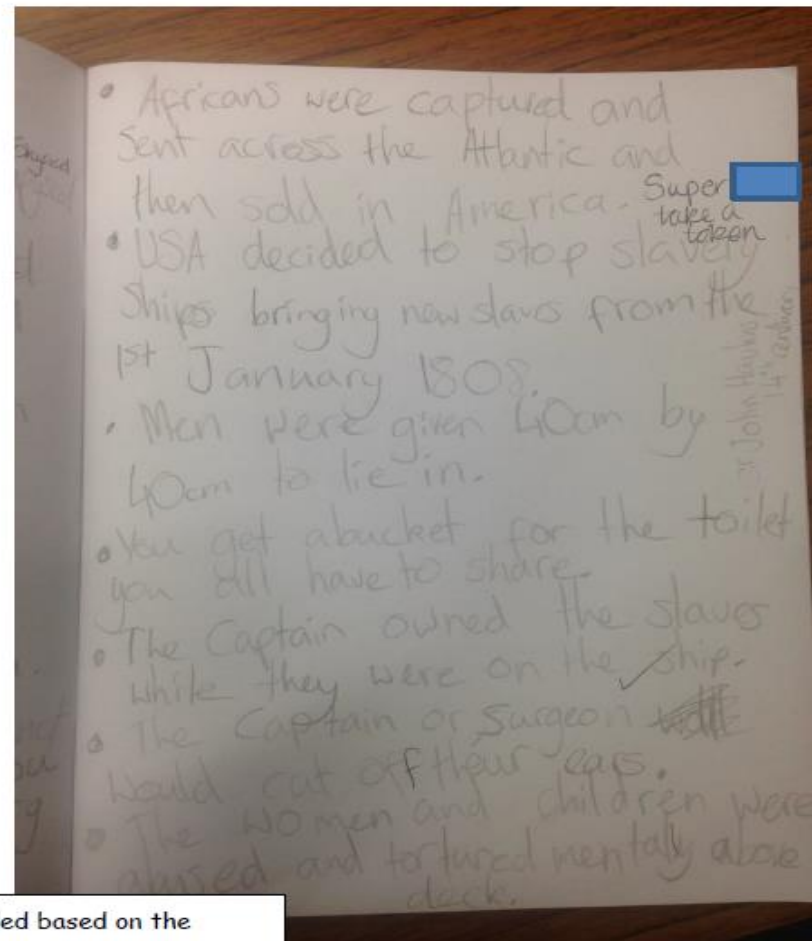
Practitioner Moderation Template

Main event from the Black Slave Trade identified.



Appropriate research recorded based on the child's chosen event.

Learner Evidence




Practitioner Moderation Template

THE BLACK SLAVE TRADE

On board ships

- They were forced to dance.
- They were poor in health from the physical and mental abuse. If they were sick they were thrown overboard.
- They were stripped naked and examined head to toe by the captain or surgeon.
- The men were below deck and the women and children were above.
- Women were exposed by violence or sexual abuse.



Learner Evidence

Child has created a poster based on the research recorded within their jotter. She has created a poster with an appropriate layout.

Practitioner Moderation Template

Learner Evidence

3. Social Studies and Literacy

Experiences and Outcomes:

I enjoy creating texts of my choice and I regularly select subject, purpose, format and resources to suit the needs of my audience. **LIT 2-20**

I can spell most of the words I need to communicate, using spelling rules, specialist vocabulary, self-correction techniques and a range of resources. **LIT 2-21a**

I can discuss why people and events from a particular time in the past were important, placing them within a historical sequence. **SOC 2-06a**

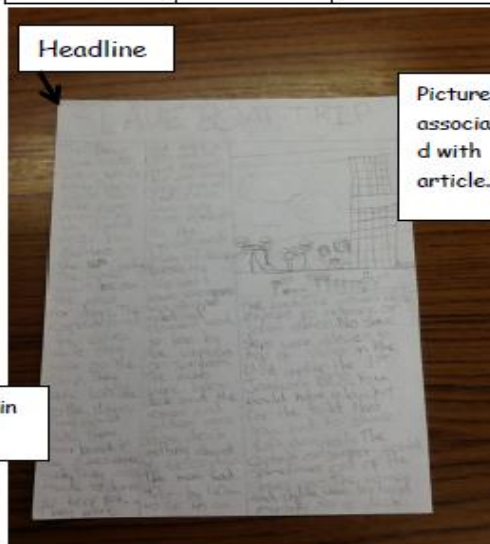
Article written in columns.

We are learning how to create, design and select a format for a text.

I can write a report.
I can select how I want to format my news article.
I can identify and use informative language.
I can apply specialist vocabulary in my news article.

Evidence of Learning

Say	Make	Write	Do
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Teacher Voice

This pupil was confident at sharing their knowledge of specialist vocabulary with the class. This pupil selected an appropriate layout for a newspaper article. Appropriate specialist and informative language was used for this report. Next steps for this pupil would be to expand on their knowledge of conjunctions so the report reads better.

L.I. - We are learning how to create, design and select a format for a text.

S.C. - We will be able to
○ write a report

- select how I want to format my news article
- identify and use informative language
- apply specialist vocabulary in my news article.

torture
deafened
break
hostage
racism
racist
forced
horrified

Pupil Voice

I had to create a newspaper article based on an event from the Black Slave Trade. We looked at examples of newspaper layouts and appropriate language to use. I had to think about what I was writing in order for the article to join up and make sense. I had to make sure I had the correct language for my article. I had to think about the way I was going to lay my newspaper article out. I liked using the information from other lessons when writing my newspaper article.

Next Steps

I felt I could have included more information in my article, next time I will draw a smaller picture so I can write more.

Practitioner Moderation Template

Learner Evidence

4. Social Studies and Literacy

Experiences and Outcomes:

I enjoy creating texts of my choice and I regularly select subject, purpose, format and resources to suit the needs of my audience. **LIT 2-20**

I can spell most of the words I need to communicate, using spelling rules, specialist vocabulary, self-correction techniques and a range of resources. **LIT 2-21a**

I can discuss why people and events from a particular time in the past were important, placing them within a historical sequence.

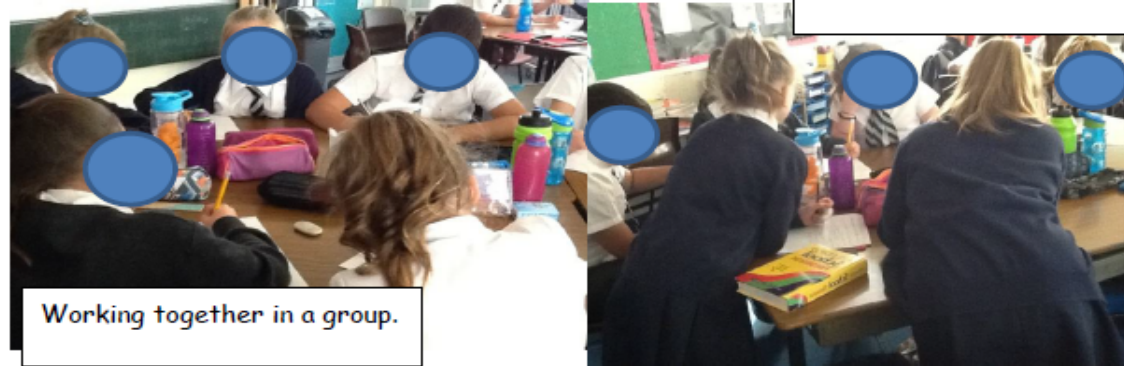
SOC 2-06a

We are learning how to report on the impact of an event from a particular time in the past.

I can write a script.
I can identify and apply key features of a script.
I can present my report to an audience.
I can use a range of resources to ensure my spelling is correct.

Evidence of Learning

<u>Say</u>	<u>Make</u>	<u>Write</u>	<u>Do</u>
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Working together in a group.

Evidence of using a range of resources to ensure spelling is correct.

Pupil Voice

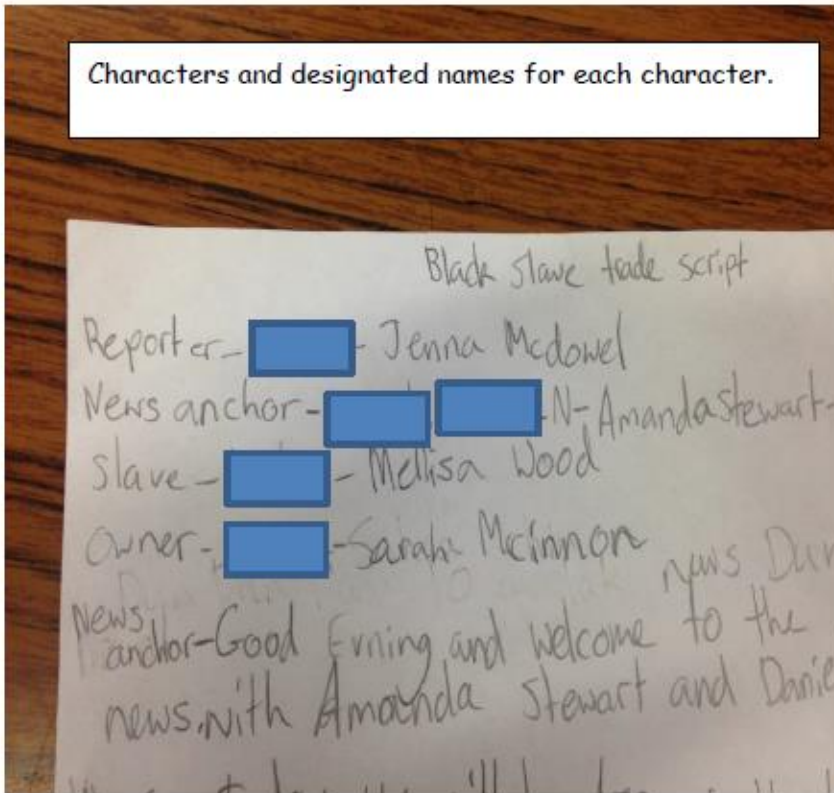
We were learning to write a script based on an event from the Black Slave Trade. We had to work in a group to write a script and then present our script to the rest of the class. The script had to be about the Black Slave Trade. I enjoy drama, so I was looking forward to this lesson. I liked writing from the character's point of view. The group worked well together, we all knew what we wanted to do. We had to make sure that what we had recorded made sense in the script depending on what was said before or after. For next time, the group should have a general idea and work from that.

Teacher Voice

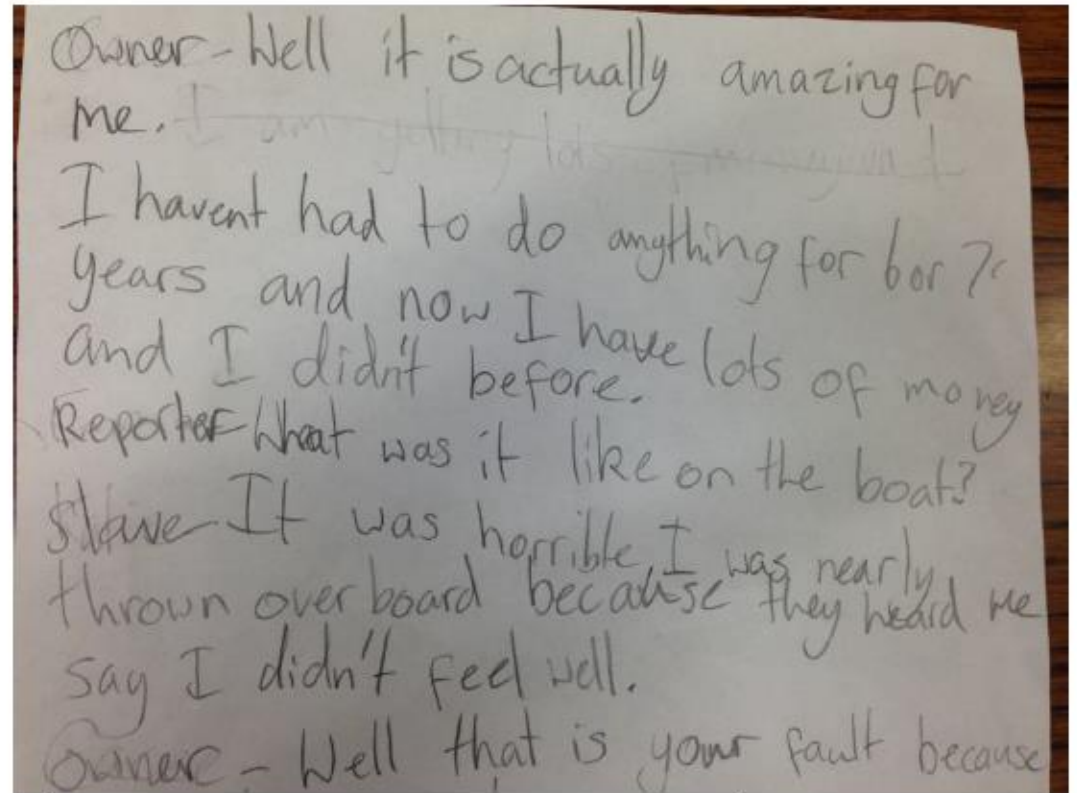
This pupil's script was well written and followed the format of a script. The script made sense as she had linked it in with what other members of her group had written. She engaged with various resources to aid her spelling. The pupil's script was effective, next time we will focus on presentational skills as she didn't make a lot of eye contact with the audience.

Practitioner Moderation Template

Characters and designated names for each character.



Learner Evidence



Appropriate layout.

Character and then their dialogue following.

Response from another character to the previous character's speech.

Practitioner Moderation Template

Learner Evidence

5. Social Studies and Literacy

Experiences and Outcomes:

I enjoy creating texts of my choice and I regularly select subject, purpose, format and resources to suit the needs of my audience. **LIT 2-20**

I can spell most of the words I need to communicate, using spelling rules, specialist vocabulary, self-correction techniques and a range of resources. **LIT 2-21a**

I can discuss why people and events from a particular time in the past were important, placing them within a historical sequence.
SOC 2-06a

We are learning how to select a format of text to convey information.

I can create a text of my choice (letter, diary entry, secret note).
I can select the purpose and format of my text.
I can write reflectively.
I can write in first person.
I can use range of resources to ensure my spelling is correct.

Evidence of Learning

Say	Make	<u>Write</u>	<u>Do</u>
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Teacher Voice

This pupil selected to create a letter. She had an appropriate layout for a letter including "to" at the start and "from" at the end. She had referred back to her plan whilst writing the letter. Her letter was written in first person and in a reflectively way. For next steps, this pupil should read over her work to ensure it makes sense and engage with various resources to ensure her spelling is correct.

Pupil Voice

I had to create a letter, diary entry or a secret note. I enjoyed having the choice of format for this writing lesson. It was fun to make up. I then had to plan what I was going to include in my letter. I could write about what I had learned about the slave trade in my letter. I enjoyed writing about the slaves.