

**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	
Practitioner Code	
Curriculum Area(s)	Literacy/Social Studies
Level	First Level
Stage(s)	Primary 2
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 1-20a

I can spell the most commonly used words, using my knowledge of letter patterns and spelling rules and use resources to help me spell tricky or unfamiliar words. **LIT 1-21a**

By exploring climate zones around the world, I can compare and describe how climate affects living things. **SOC 1-12b**

Learning Intentions:

- We are learning to spell tricky words.
- We are learning to write a report.
- We are learning to identify weather symbols.
- We are learning to compare different climate zones.

Success Criteria:

Will be able to:

- Use a dictionary and word wall to spell tricky words.
- Skim and scan a text to find key words.
- Highlight and pick out key words.
- Include an introduction in a report.
- Include a title in a report.
- Include sub-headings in a report.
- Match weather symbols to weather words.
- Identify hot and cold countries.
- Compare hot and cold climate zones around the world.

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

Context for learning:

The class have been studying the social studies topic weather. They have been investigating climate zones around the world.

Previous learning:

Children have investigated the water cycle, wind cycle, measuring temperature and rainfall. They have also investigated the weather symbols. Children have created post cards and posters in previous writing lessons.

Reading for information and creating a weather report.

Lesson 1

Introduction to weather symbols.

- Children will be introduced to weather symbols and their meaning (PowerPoint challenge game)
- Children will watch Glasgow BBC weather round up <http://www.bbc.co.uk/weather/2648579>.
- Children will draw weather symbols on show me boards for weather bingo.
- Children will be encouraged to be 'Tiny Teachers' asking other children to identify their weather symbol.

Lesson 2

Planning a weather report.

- Teacher will pick a country fact file poster and display it on IWB.
- At this point the teacher will revise skimming, scanning and highlighting key words from the model fact file.
- Teacher will highlight the weather symbols and temperature for the country.
- Children will work together to read the information on the fact file and highlight the key words as a class.
- Teacher will model using a dictionary or word wall to spell words.
- As a class we will create a weather report plan relating to the model country fact file.
- Teacher will introduce the structure of a report: title and sub-heading

- In groups of three children will receive a large brown envelope. Inside the envelope children will find a country fact file poster and task cards with their name. The writer will be from literacy group 1 of 4, reporter will be literacy group 2/4 and encourager will be group 3/4 and 4/4.
- The envelope will also contain a country flag and travel brochure for further reading and research. This can be used as an extension for the more able in the group.
- Children will collaboratively create a weather report plan.
- Children will use dictionaries and word wall to identify the meaning or spellings of unknown words.
- In groups children will refer back to learning intention and success criteria and decide which marking tray their work should be placed.

Lesson 3

Creating a weather Report

- Teacher will display the model report planning sheet on IWB.
- As a class, children will highlight the key information from title and sub-headings on teacher's example. The information will then be transferred into a full sentence on the report sheet.
- Individually children will identify the key information from the title and sub-headings for the country they investigated in previous lesson.
- The children will transfer information into full sentences on their report sheet.
- Children will refer back to learning intention and success criteria and decide which marking

tray their work should be placed.

Lesson 4

Presenting weather report to audience

- Children will work in pairs (one hot and one cold) to present their report to an audience.
- Children will take notes on white boards of the key points from the information being presented.
- Children will be given the opportunity to select appropriate props, from a range of resources to illustrate how climate affects humans (appropriate clothing).
- Children will work with partner from opposite climate and will be given the choice whether to complete a fact poster or write a postcard from the country climate opposite to the one they presented. (referring to previous notes taken during presentations and partners fact files).

Cold countries

London – England

Hot countries Sydney – Australia

Lesson 5

How does the weather affect the way we live?

- Children working on a hot country will work with a cold country group to compare finding relating to the different climate in each country and discuss the impact the weather will have on humans.
- Each pair will sort and compare the appropriate clothing selected for each country (suitcase cut and stick).
- During a circle time children can present their suitcase and explain their choice of clothes. Orally the class will peer assess using the formative assessment strategy 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.

Write

- Child will write and draw weather symbols on show me boards.
- Child will write weather facts relating to country fact file.
- Child will write full report.
- Children will write a postcard.

Do

- Child will skim and scan a text to identify key words.
- Child will use dictionaries and word walls to identify the meanings of unknown words and look up tricky, unfamiliar words.
- Children will select appropriate props to support presentation.
- Sorting weather symbols and weather words.
- Sorting clothing to appropriate climate.

Say

- Orally children will be able to describe weather patterns in hot and cold countries.
- Child will state a report has a title and sub-headings.

Make

- Child will make a suitcase with appropriate clothing for their country.
- Children will make a poster.

Practitioner Moderation Template

Learner Evidence

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

Pupil Voice:

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

Learning Intention: We are learning to spell tricky words.

Success Criteria: I can use a word wall and dictionary to spell tricky words.

Learner Voice

I think I'm really good at spelling! I always sound the word out but when I find it tricky I look for things in the classroom to help me. I know that December has a capital letter because it is a Proper Noun. I needed to use the wall calendar to help me because I couldn't remember if it had a 'c' or a 's'. (Photo 1) Temperature starts with a 'T' and I know that's near the end of the alphabet so it's in the blue section of the dictionary. (Photo 3) Let's take out all the 'cold' country words, it might help us with the report. (Photo 4) I chose orange because I needed help with the dictionary. (Photo 5)

Next Steps: I want to get really quick at using the dictionary and finding the words all by myself. I'm getting really good at knowing where the letters are in the alphabet.

Teacher Voice

Child was aware of the numerous spelling strategies and resources that would support her in spelling unfamiliar and tricky words. She independently suggested and retrieved the resources allowing her to finish the learning experiences independently and within the given time frame. She was praised for her dictionary skills and using the word wall regularly. Pupil met the success criteria for this lesson.

Next Steps: Child will continue to be given learning experiences relating to alphabetical order and becoming more confident when using the dictionary.

Learning Intention: We are learning to write a report. (Lesson 1)

Success Criteria: I can skim and scan a text to find key words.

I can highlight and pick out key words.

Learner Voice

I was good at skimming and scanning skills because we do that every Monday in Key Comprehension. I'm going to highlight snowing, raining and cloudy because they are all weather words for my cold climate. 'If you say the letters aloud I will write them on the planning sheet'.

Teacher Voice

Pupil worked well within the cooperative learning group and transferred relevant information onto her planning sheet, taken from the skimming and scanning learning experience. She selected 3 sensible sub-headings and added appropriate detail for each. She had made the cross-curricular link when she orally recognised the skill 'skimming and scanning' from our comprehension work. She therefore selected a green traffic light for the success criteria as she was confident in carrying out this skill, which I agree with. Pupil highlighted relevant words and transferred these to her planning sheet. Pupil met the success criteria in this lesson.

Learning Intention: We are learning to write a report. (Lesson 2)

Success Criteria: Include an introduction in a report.

Include a title in a report.

Include sub-headings in a report.

Learner Voice

I've done all the hard work already in the planning sheet so I am going to use it to help me finish my report, it has everything on it that I need. This was my first time writing a report and I think I've been pretty good at it because I met everything it says to do on the task board.

Next Steps:

Next time I could write a report about something else and maybe put it like a newspaper report.

Teacher Voice

Pupil was successful in achieving all 3 aspects of the success criteria for writing a report. She included a relevant title, had a concise introduction and 3 appropriate sub-headings. Pupil also structured her report in the correct way, writing in sentences and including capital letters and full stops. She has also independently included some adjectives into her writing (fluffy, and woolly).

Next Steps:

Pupil will be given the opportunity to write an independent report in a different context. She will aim to include more

adjectives into her writing, including more detail.

Learning Intention: We are learning to compare different climate zones.

Success Criteria: Identify hot and cold countries

Compare hot and cold climate zones around the world.

Learner Voice

When (Pupil A) was doing his weather presentation I was trying really hard to keep up and **take notes** to help me with my postcard (Photo 4). He put on sunglasses, sun cream and shorts for Australia because it is roasting hot there in December but I was all wrapped up in my fluffy hat and warm coat for London because it is freezing there! **(During Pupil discussion to compare countries):** There is no way I would be able to build a sandcastle in London in December and if I ate an ice cream my whole body would be so cold! I know that all the summery clothes like what you would wear on holiday goes in the Australia suitcase and all the cold clothes like what we all wear in winter here goes in the London suitcase. (Photo 5)

Teacher Voice

During the discussion the pupil was able to compare the different clothes and activities you could do in each country, showing the effect each climate has on living things (humans). Through referring to her notes she was able to justify her points. While comparing the temperatures she recognised the hot and cold countries and was able to sort the appropriate clothing into the correct case. The pupils were given the choice whether to complete a postcard or a poster and the pupil completed both (one as a fast finisher) showing enthusiasm and a motivation to learn. She successfully met the success criteria.

Learning Intention: We are learning to identify weather symbols.

Success Criteria: I can match weather symbols to weather words. (Introductory Lesson required to enable understanding in future learning and lessons for creating weather reports.)

I have really good ideas for weather symbols because since the weather topic has started I now watch the news and it shows you what the weather is going to be like with little pictures. (Photo1) The weather wall is good to help me with matching these words. (Photo 2). Nearly every single day in my weather diary the weather in Scotland is either cloudy or rainy or cold and rainy. Only once has it been sunny so far! I'm going to choose a grey cloud to show the weather today because that means it's going to rain.(Photo 4). After that it'll be a rain cloud because we had a wet playtime.

Next Steps: In my weather report I am going to design some of my own symbols to show the girls and boys. Maybe I can put the temperature and wind speed in too, I heard that on the video today.

Teacher Voice

Through the learning experiences offered the pupil became familiar with the weather symbols needed to complete the forthcoming tasks. She could label weather symbols appropriately and select the correct weather symbol to support her weather report. This enabled her to progress onto the next few lessons.

Next Steps:

Pupils could investigate wind speed and wind direction for weather reports.

Did the learner successfully attain the outcomes? **YES/NO**

Learner Evidence

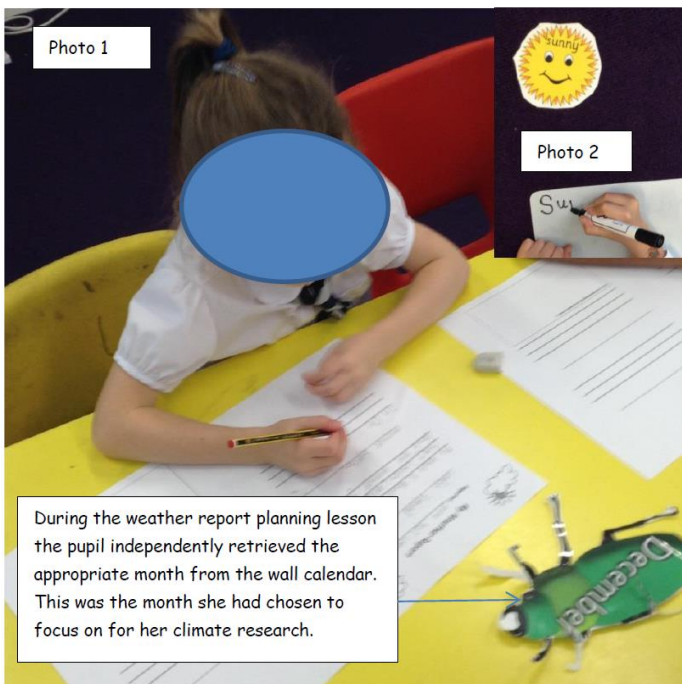
Evidence of Learning			
Write	Say	Make	Do

First Level
Literacy/S.Studies

Learning Intention: We are learning to spell tricky words.

Success Criteria: I can use a word wall and dictionary to spell tricky words.

I can spell the most commonly used words, using my knowledge of letter patterns and spelling rules and use resources to help me spell tricky or unfamiliar words. LIT 1-21a



During the weather report planning lesson the pupil independently retrieved the appropriate month from the wall calendar. This was the month she had chosen to focus on for her climate research.

Teacher Voice

Child was aware of the numerous spelling strategies and resources that would support her in spelling unfamiliar and tricky words. She independently suggested and retrieved the resources allowing her to finish the learning experiences independently and within the given time frame. Pupil met the success criteria for this lesson.

Next Steps: Child will continue to be given learning experiences relating to alphabetical order and becoming more confident when using the dictionary.

Learner Voice

I think I'm really good at spelling! I always sound the word out but when I find it tricky I look for things in the classroom to help me. I know that December has a capital letter because it is a Proper Noun. I needed to use the wall calendar to help me because I couldn't remember if it had a 'c' or a 's'. (Photo 1) Temperature starts with a 'T' and I know that's near the end of the alphabet so it's in the blue section of the dictionary. (Photo 3) Let's take out all the 'cold' country words, it might help us with the report. (Photo 4) I chose orange because I needed help with the dictionary. (Photo 5)

Next Steps: I want to get really quick at using the dictionary and finding the words all by myself. I'm getting really good at knowing where the letters are in the alphabet.

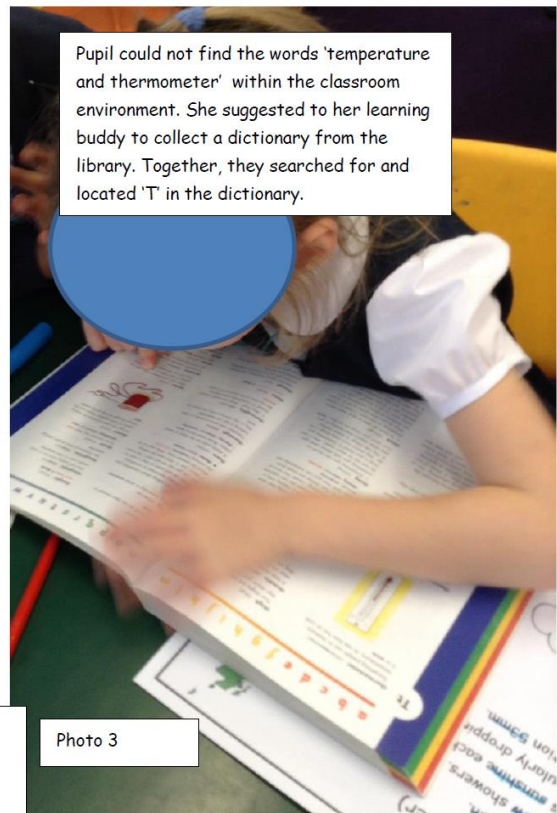


Photo 3

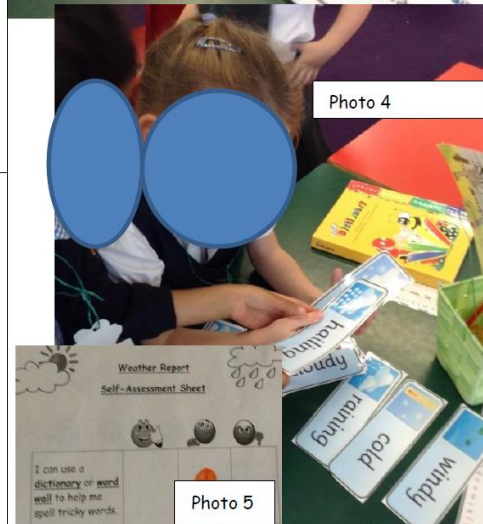


Photo 5

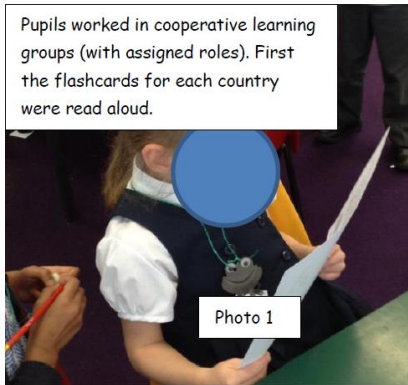
Practitioner Moderation Template

Learner Evidence

Evidence of Learning			
Write	Say	Make	Do

First Level
Literacy

Learning Intention: We are learning to write a report. (Lesson 1)
Success Criteria: I can skim and scan a text to find key words.
 I can highlight and pick out key words.



Pupils worked in cooperative learning groups (with assigned roles). First the flashcards for each country were read aloud.

Photo 1



Photo 2

To support the learners in planning for their report pupils used skimming and scanning skills on the flash cards, highlighting key words related to the weather.

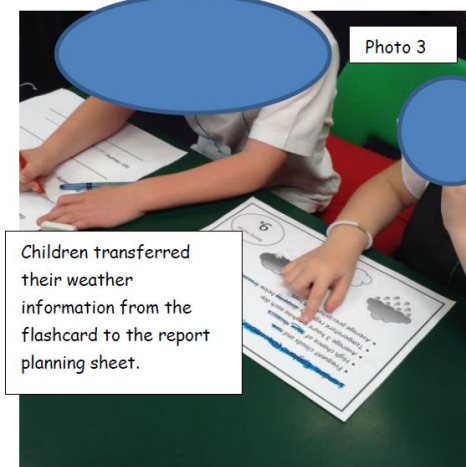


Photo 3

Children transferred their weather information from the flashcard to the report planning sheet.

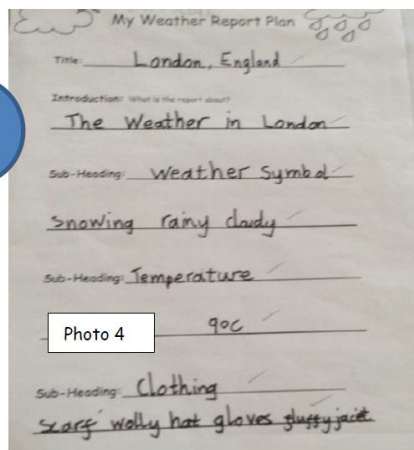


Photo 4

My Weather Report Plan 8000
 Title: London, England
 Introduction: What is the report about?
 The weather in London
 Sub-Heading: Weather Symbols
 snowing rainy cloudy
 Sub-Heading: Temperature
 90C
 Sub-Heading: Clothing
 scarf woolly hat gloves gussy jacket

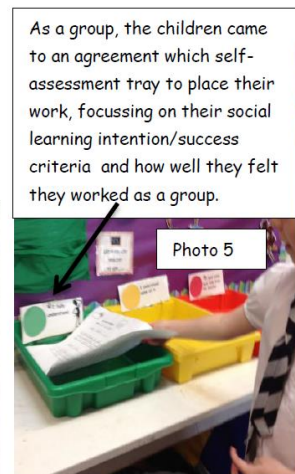


Photo 5

As a group, the children came to an agreement which self-assessment tray to place their work, focussing on their social learning intention/success criteria and how well they felt they worked as a group.

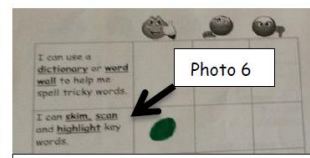


Photo 6

I can use a dictionary or word wall to help me spell tricky words.
 I can skim, scan and highlight key words.

Pupils individually self-assessed their academic learning intention/success criteria.

Learner Voice

I was good at skimming and scanning because we do that every Monday in Key Comprehension. I'm going to highlight snowing, raining and cloudy because they are all weather words for my cold climate. If you say the letters aloud I will write them on the planning sheet'. (Photo 3)

Teacher Voice

Pupil worked well within the cooperative learning group and transferred relevant information onto her planning sheet, taken from the skimming and scanning learning experience. She selected 3 sensible sub-headings and added appropriate detail for each. She had made the cross-curricular link when she orally recognised the skill 'skimming and scanning' from our comprehension work. She therefore selected a green traffic light for the success criteria as she was confident in carrying out this skill, which I agree with. Pupil met the success criteria in this lesson.

Context for Learning

Pupils were given the option whether they wanted to research a hot or a cold country for their weather report in a forthcoming lesson.

Evidence of Learning			
Write	Say	Make	Do

First Level
Literacy

Learning Intention: We are learning to write a report. (Lesson 2)

Success Criteria: Include an introduction in a report.

Include a title in a report.

Include sub-headings in a report.

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

LIT 1-20a

Title → London England

Intro → My report is about the cold country London I will tell you about the weather forecast.

Sub-heading → weather symbol

In December the weather in London is snowy rainy and cloudy.

*You used appropriate weather symbols for London and used the planning sheet to help you.

Temperature

The average temperature for this month is a cold 9°.

Great ideas for clothing * you would wear in a COLD climate

you will have to wear a Scarf a woolly hat and gloves and a fluffy jacket and boots.

Here is a labelled diagram of my weather forecast.

Snowy, Rainy, Cloudy

*You labelled your diagram

Learner Voice

I've done all the hard work already in the planning sheet so I am going to use it to help me finish my report, it has everything on it that I need.

Next Steps:

Next time I could write a report about something else and maybe put it like a newspaper report.

Teacher Voice

Pupil was successful in achieving all 3 aspects of the success criteria for writing a report. She included a relevant title, a concise introduction and 3 appropriate sub-headings. Pupil also wrote in structures her report in the correct way, writing in sentences and including capital letters and full stops. She has also independently included some adjectives into her writing (fluffy, and woolly).

Next Steps:

Pupil will be given the opportunity to write an independent report in a different context. She will aim to include more adjectives into her writing.

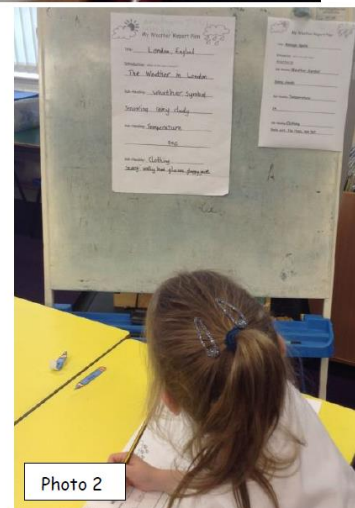


Photo 2

Evidence of Learning			
Write	Say	Make	Do

First Level
Literacy

Learning Intention: We are learning to compare different climate zones.

Success Criteria: Identify hot and cold countries.

Compare hot and cold climate zones around the world.

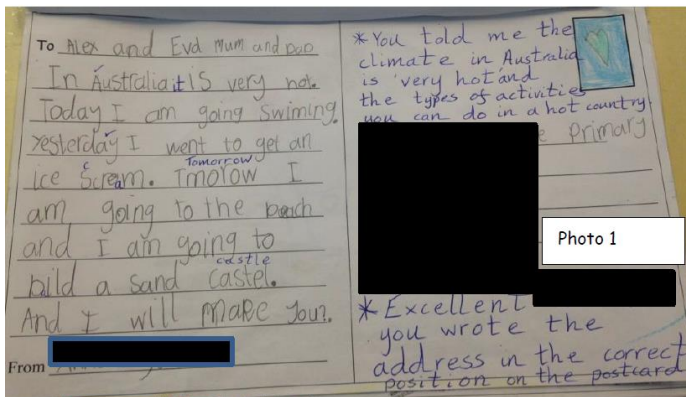


Photo 1

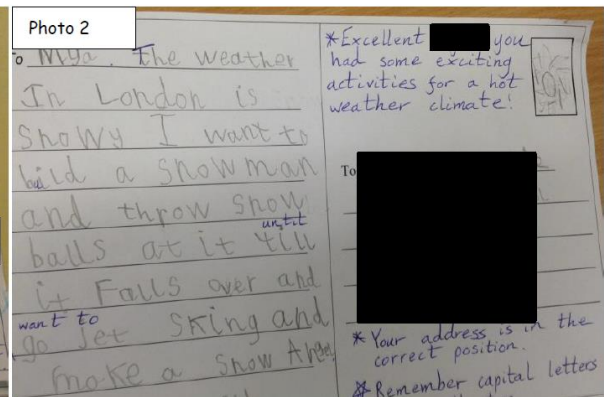


Photo 2



Photo 3

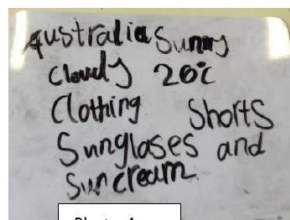
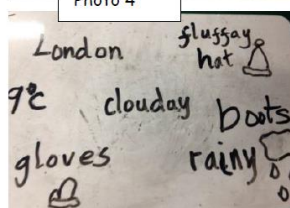


Photo 4



Photo 5



Learner Voice

When (Pupil A) was doing his weather presentation I was trying really hard to keep up and take notes to help me with my postcard (Photo 4). He put on sunglasses, sun cream and shorts for Australia because it is roasting hot there in December but I was all wrapped up in my fluffy hat and warm coat for London because it is freezing there! (During Pupil discussion to compare countries): There is no way I would be able to build a sandcastle in London in December and if I ate an ice cream my whole body would be so cold! I know that all the summery clothes like what you would wear on holiday goes in the Australia suitcase and all the cold clothes like what we all wear in winter here goes in the London suitcase. (Photo 5)

Teacher Voice

By exploring climate zones around the world, I can compare and describe how climate affects living things. SOC 1-12b

During the discussion the pupil was able to compare the different clothes and activities you could do in each country, showing the effect each climate has on living things (humans). Through referring to her notes she was able to justify her points. While comparing the temperatures she recognised the hot and cold countries and was able to sort the appropriate clothing into the correct case. The pupils were given the choice whether to complete a postcard or a poster and the pupil completed both (one as a fast finisher) showing enthusiasm and a motivation to learn. She successfully met the success criteria.



Photo 6



Photo 7

Evidence of Learning

Write Say Make Do

First Level

Social Studies

Learning Intention: We are learning to identify weather symbols.

Success Criteria: I can match weather symbols to weather

words. (Introductory Lesson required to enable understanding in future learning and lessons for creating weather reports.)

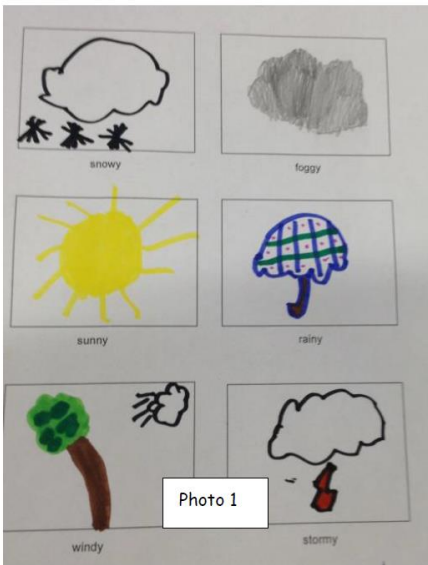


Photo 1

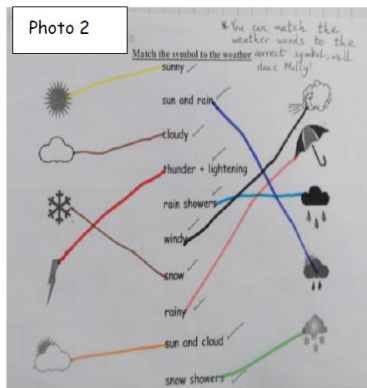
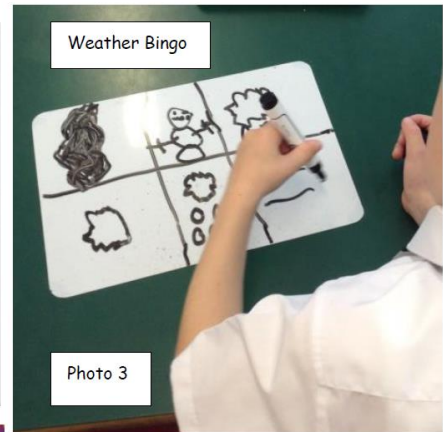


Photo 2



Weather Bingo

Photo 3



Photo 4

Context for Learning

One of the forthcoming lessons gives the children the opportunity to orally report the weather forecast. To enable the children to successfully complete their weather report, with appropriate supporting props, they had to be familiar with the weather symbols. This lesson was an introduction to support them in doing so.

Learner Voice

I have really good ideas for weather symbols because since the weather topic has started I now watch the news and it shows you what the weather is going to be like with little pictures. (Photo1) The weather wall is good to help me with matching these words. (Photo 2). Nearly every single day in my weather diary the weather in Scotland is either cloudy or rainy or cold and rainy. Only once has it been sunny so far! I'm going to choose a grey cloud to show the weather today because that means it's going to rain.(Photo 4). After that it'll be a rain cloud because we had a wet playtime.

Next Steps: In my weather report I am going to design some of my own symbols to show the girls and boys. Maybe I can put the temperature and wind speed in too, I heard that on the video today.

Teacher Voice

Through the learning experiences offered the pupil became familiar with the weather symbols needed to complete the forthcoming tasks. She could label weather symbols appropriately and select the correct weather symbol to support her weather report. This enabled her to progress onto the next few lessons.

Next Steps:

Pupils could investigate wind speed and wind direction for weather reports.