

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	8
Curriculum Area(s)	Literacy and
Level	Second
Stage(s)	Primary 5
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:

We are learning:

Lesson 1

To identify important historical events and place them within a historical sequence

Lesson 2 and 3

To create an information text to suit the needs of an audience

Lesson 4

To recognise the important happenings from a key event from the past

Lesson 5

To create an information text to suit the needs of an audience

To research the lives of key figures from the past

Lesson 6

To select a format of text to convey information to a specific audience

To recognise the important happenings and people from a key event from the past

Success Criteria:

Lesson 1

I can place dates of events on to a timeline

I can put events in chronological order

Lesson 2

I can create a leaflet including :

Page titles

Headings and sub-headings

Facts and/ or information

Diagrams, pictures or photographs with captions

Relevant Bullet points and Text

Self-correct my spelling using taught rules

Lesson 3

Within a PowerPoint I can: insert pictures and clip art

use spell check and select from suggestions

include information suitable for an infant audience

include relevant text on Road Safety

Lesson 4

I can perform a drama to explain the key events of a The Battle of Stirling Bridge

Lesson 5

I can recognise the difference between fact and opinion

I can create a factfile including: a title

subheadings

relevant facts

suitable pictures

relevant text

self-correct my spelling using taught rules

Lesson 6

I can choose a writing format to present information for an adult audience

I can explain the key events and important people from The Battle of Stirling Bridge

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

Lesson 1- Scottish Timeline

Pupils will discuss what a timeline is and the concepts of a decade and century. Initially they will design a timeline of the key events of their own life (birthday, first day of nursery, school etc.) to gain a perspective of the importance that certain events can have on people. Discussion will then take place on a general background of events that have occurred in Scottish History using Scottish History Timeline Display Posters. In groups pupil will have to sequence these events in chronological order. A particular focus will then be drawn to the section relating to the Scottish Wars of Independence years and the importance of key figures such as Wallace and Bruce. Pupils will then be given a timeline ordering sheet that outlines the key events of the Scottish Wars of Independence to complete. Pupils will self-assess their timeline against a completed grid.

Lesson 2 – Leaflet Features

Pupils will be given a selection of leaflets from various sources. They will work in pairs to identify the genre and discuss and identify the different features of the text that are specific to leaflets. They will name the various parts that they already know eg titles, headings and subheadings. As a class we will then discuss the key features that make a text a leaflet. This is them writing their own success criteria for their own leaflet. Discussion will take place that the pupils are going to create a leaflet based on their previous Health Lesson on P5 Heart Start scenario of 'what to do if someone has a suspected heart attack'. The audience for the leaflet will be aimed at non Heartstart trained individuals. Pupils will then design their own leaflet on what to do if you suspect someone is having a heart attack. Peer Assessment grid will then be carried out on their leaflets.

Lesson 3 – PowerPoint

Pupils will receive an invite from a Primary 3 teacher asking them if they could provide a PowerPoint presentation for their younger peers on Road Safety. Discussion will take place to discover all their previous knowledge of Road Safety that they have covered from earlier on in the term. Also a discussion will take place on what would make a good PowerPoint aimed at infant children. This discussion will then generate a class success criteria that will meet the purpose of the task. Pupils will then create their own Road Safety PowerPoint and present them to their younger peers. The Primary 3 pupils will then be given a basic peer assessment sheet to assess each PowerPoint.

Lesson 4 – The Battle of Stirling Bridge 1

Pupils will be read and will watch excerpts on what happened at the Battle of Stirling Bridge. Pupils will make notes on what they believe to be the important happenings. The pupils will then perform a scene from the Battle where they have to ensure that they include the key events and scenarios.

Lesson 5 – Factfile

Discussion on the difference between fact and opinion referring to prior knowledge will

take place. Once it assured that the pupils have grasped the concept they will be asked to write a definition of both, fact and opinion, in pairs. Pupils will be given a selection of fact files from various sources. From these sources they will identify the key features of the text which will define the success criteria for their own factfile. The pupil will be given the profile of King Edward 1 as the context of their factfile. Children will use their prior knowledge of Edward 1 as well as a range of books and digital resources to aid them with creating their own factfile. Their completed factfiles will be placed into the school library and other pupils will be able to make comment on the content of what they read.

Lesson 6 – Battle of Stirling Bridge 2

Pupils will be given the subject of the battle of Stirling Bridge, and the mission that they have to create a text that will be available at the Open Afternoon, for the visitors who will be arriving, to learn about the battle. Discussion will take place on the 4 genres of text that they have been involved in creating over the past few weeks. It will be explained that they can select any of the four choices eg timeline, leaflet, PowerPoint or Factfile. Once they have selected their preferred format the pupils will have a success criteria that is specific to the one that they have chosen. Using various resources for assisting them such as books, digital information and dvd's the pupils will then create their own texts. Teacher assessment will be done on a grid that is specific for their selected genre. Also their texts will be available for parents to learn about the Battle of Stirling Bridge at Open Afternoon.

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

Evidence – [Lesson 1](#)

Self-assessment checklist against the completed timeline

[Lesson 2](#)

Completed Leaflet

Peer assessment checklist against the success criteria for the leaflet

[Lesson 3](#)

PowerPoint

Audience Assessment of PowerPoint

[Lesson 4](#)

Photographs the of key events from the Battle Of Stirling Bridge

[Lesson 5](#)

Completed Factfile

Class defined Success Criteria for Factfile

[Lesson 6](#)

Completed Final Task

Teacher Feedback Table

[All Lessons](#)

Verbal Feedback – Pupil Voice and Teacher Voice

Next Steps – Identified through discussion

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

The oral/written feedback and next steps is fully annotated within the attached word document.

The next steps for the pupils within the class for second level literacy will be to develop other formats of writing for them to be able to have a wider selection of choice. They will also develop their ability to select the subject of their writing and vary the resources that they use.

[Pupil Voice:](#)

The Pupil Voice is also fully annotated in the attached word document also.

[Did the learner successfully attain the outcomes? YES](#)

Practitioner Moderation Template

Learner Evidence

Learner Evidence

Second Level
Lesson 1

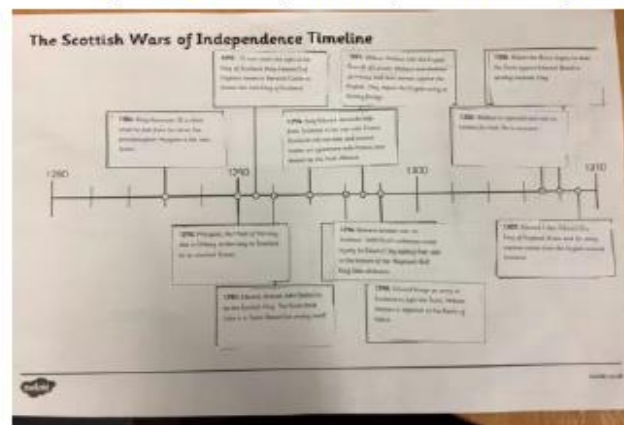
Evidence of Learning			
Say	Write	Make	Do

Learning Intention
<ul style="list-style-type: none"> - To identify important historical events and place them within a historical sequence -

Experiences and Outcomes

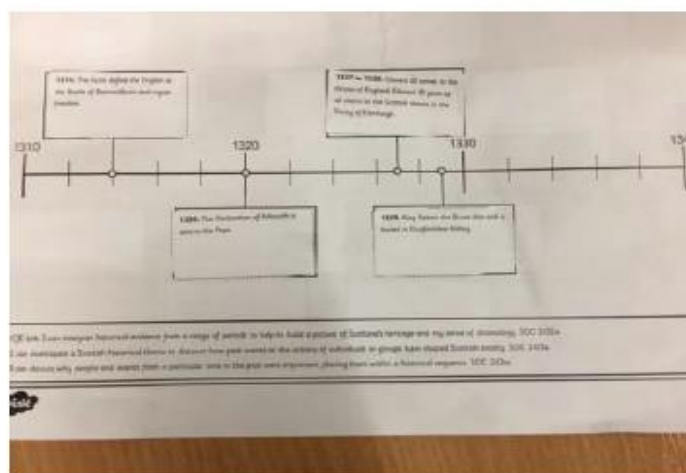
I can discuss why people and events from a particular time in the past were important, placing them within a historical sequence. SOC 2-06a

Success Criteria
<ul style="list-style-type: none"> - I can place dates of events on to a timeline - I can put events in chronological order



Teacher Voice

Prior to this timeline the pupil was able to sort a general Scottish history timeline into order within a group and identify what a decade and century is as well as identifying the meaning of chronological order. For this task she was working in a pair and they were initially struggling on where to begin with the large numbers of dates. I directed them to look at the year first and separate the 1200's and 1300's. Once they did this they were able to begin to arrange the events more easily. They self-assessed their timeline and were happy to only have one minor change. Post task discussion about the actual events on the timeline occurred to highlight any events that she had heard of before. However this was only the key figure of William Wallace.



Learner Voice

What have I learned

We have learned what a timeline is, how to put one in order and also what chronological means

How have I learned?

We sorted the different wars and events into the right order.

What skills have I developed?

Problem solving and sorting dates

Other Information

I liked to work with a partner as it helped me to be able to sort out a lot of dates. We found the close together ones the hardest and that is the one we got wrong. It needed swapped before gluing.

Next Steps

I want to know about all of the wars, fighting and other events that are on the timeline.

Practitioner Moderation Template

Learner Evidence

Second Level
Lesson 2

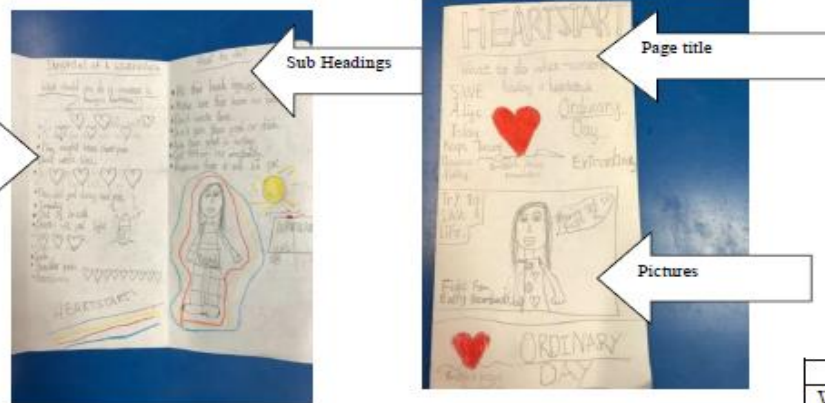
Evidence of Learning			
Say	Write	Make	Do

Learning Intention
-To create an information text to suit the needs of an audience

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

Bullet Points
 Relevant Text



Success Criteria
 I can create a leaflet including :
 Page Titles
 Headings and sub-headings
 Facts and/or Information
 Diagrams, pictures or photographs with captions
 Relevant bullet points and text
 Self-correct my spelling using taught rules

Learner Voice

What have I learned
 I have learned how to share Heartstart Information with people who have not had the training.

How have I learned?
 I have designed my own leaflet about a suspected Heart Attack.

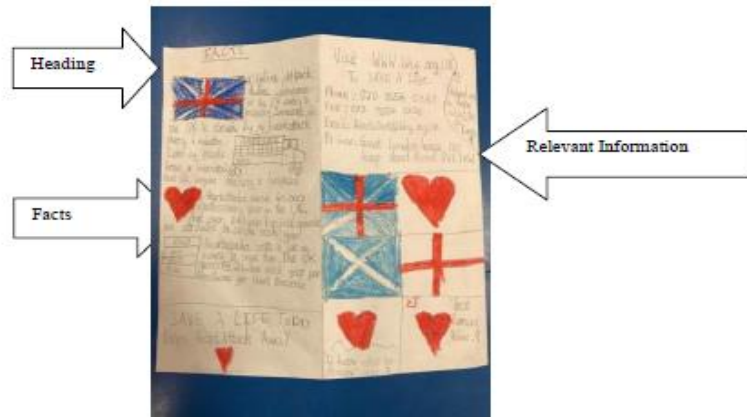
What skills have I learned?
 I have been able to look at a leaflet and then decide what the important parts are for designing my own.

Other Information
 I used the board wordbank for the harder words but I also used the DVD case to get the spelling right for the address of the Heartstart Offices.

Next Steps
 I think that it would maybe have been better if I could have used the computer for some of the pictures and diagrams. I think also doing the leaflet completely on the computer may have been better.

Teacher Voice

The designing of the success criteria for the leaflet was done through the children investigating varied leaflets and identifying what features they have. Initially they were a little too focussed on the actual content of their own given leaflet eg. Tells you what to wear, pictures of animals etc. They had to be directed to be content free ie. that the text feature is just 'heading' or 'picture'. Once this was explained they were good at drawing up the criteria they felt was needed for their own leaflets. They decided that they wanted to have a page of facts about heart disease included in the leaflet.



Practitioner Moderation Template

Learner Evidence

Second Level
Lesson 2

Evidence of Learning			
Say	Write	Make	Do

Learning Intention
-To create an information text to suit the needs of an audience

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

Peer Assessment	
Have they included Page titles?	yes she put it in big all bold writing. She did not make them too long
Have they included headings and sub-headings?	yes they had a subheading not too long and not too short she made them relevant
Have they included facts and/or information?	she did include facts she made them clear & bold. she put a lot of facts that could help me.
Have they included Diagrams, pictures or photographs with captions?	yes she used a picture on each page. They made me more interested in it.
Does their leaflet include relevant bullet points?	she has bullet points on page 2 & 3. The bullet points make it more easy to read.
Does their leaflet include relevant text?	it does. It tells me about heart attack.
Have they used the wordbank or dictionary to help with their spelling?	yes she spells all her words write.

Popbie

Next Steps - On page 3 you could of used less love hearts

Next Steps - A little less squashed on the front page.

Success Criteria
I can create a leaflet including :
Page Titles
Headings and sub-headings
Facts and/or Information
Diagrams, pictures or photographs with captions
Relevant bullet points and text
Self-correct my spelling using taught rules

Teacher Voice
The pupil who carried out the peer assessment was within the same literacy group and the two pupils were able to discuss the feedback and the next steps. They both agreed that the leaflet met the Learning Intention and Success Criteria of the lesson.

Learner Voice - Next Steps
I am happy that *** liked my leaflet and thought that I had met the Success Criteria.
<u>Next Steps</u>
She has said that to improve my leaflet I could have used less love hearts on page three and I think now that she may have been right. The front page she thought was a little squashed. I did put quite a lot on it so maybe I could have written a little less.

Practitioner Moderation Template

Learner Evidence

Second Level
Lesson 3

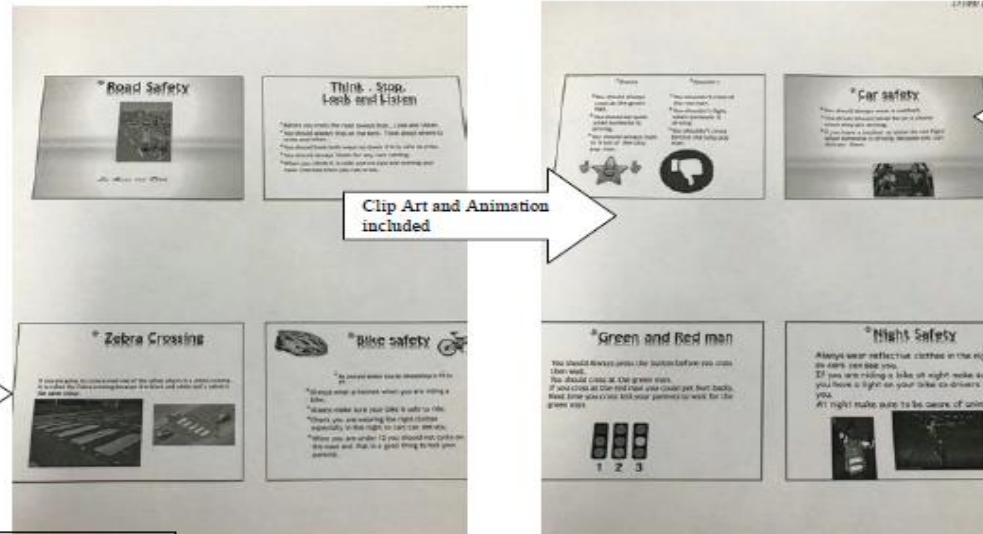
Evidence of Learning

Say	Write	Make	Do
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Learning Intention
-To create an information text to suit the needs of an audience

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



Clip Art and Animation included

Relevant text about Road Safety

Success Criteria
Within a PowerPoint I can:

- insert pictures and clip art
- use spell check and select from suggestions
- include information suitable for an infant audience
- include relevant text on Road Safety

Relevant Pictures

Infant friendly language

Teacher Voice

The pupils have had experience of using PowerPoint for creating a presentation in the past. The development is that they were making this one to present to a Primary three audience. A lot of discussion was spent deciding the best approach needed to allow the younger audience to actually learn to be safe on the road as a result of their presentation. Discussion took place on the amount of animation and what information was relevant to the task. It was decided that a PowerPoint that was factual, had not too much reading and interesting pictures would be to optimum choice. The Primary Three pupils evaluated the PowerPoint at the end.

Learner Voice

What have I learned
I have learned to share safety information with pupils who are younger than me. I have also learned that you need to think of what information you pick carefully.

How have I learned?
I have learned through making a PowerPoint that the primary three children can read and understand. Also how to present the information well.

What skills have I learned?
Choosing the right information, using clip art, checking my spelling, thinking about who I am making the PowerPoint for.

Practitioner Moderation Template

Learner Evidence

Second Level
Lesson 3

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

Teacher Voice

The PowerPoint was completed in pairs and then presented to a Primary three audience. The Primary 3 pupils were then asked to peer assess the PowerPoint's. The pupils really enjoyed this experience. In term 1 there is a focus on Road Safety in the school so the P3's have been finding out their own information on Road Safety too. Therefore we made the last question about what new information they found out. These 2 evaluations were specific to the focus pupils PowerPoint.

Evidence of Learning			
Say	Write	Make	Do

Road Safety Peer Assessment

Success Criteria	😊😊	😊	😐
Information on road safety			
Interesting pictures, text and animation	✓		
Clear voice	✓		
Good eye contact			✓

What have you learned about road safety?

Did not see much to learn

No films in the car

Don't text and drive

Don't go to be held a car you make get out of it

Road Safety Peer Assessment

Success Criteria	😊😊	😊	😐
Information on road safety	✓		
Interesting pictures, text and animation		✓	
Clear voice	✓		
Good eye contact	✓		

What have you learned about road safety?

I did not know about not to be sitting in the car because it can distract the driver.

Learning Intention

-To create an information text to suit the needs of an audience

Success Criteria

Within a PowerPoint I can:

- insert pictures and clip art
- use spell check and select from suggestions
- include information suitable for an infant audience
- include relevant text on Road Safety

Learner Voice

I really liked presenting to the Primary three pupils and they were a good audience as they listened to us and then they were able to answer our questions about Road Safety.

Next Steps

After reading the feedback the areas that we need to work on are making sure that we have as much eye contact with the audience as possible. They also said that they would have liked some more pictures in some of the slides.

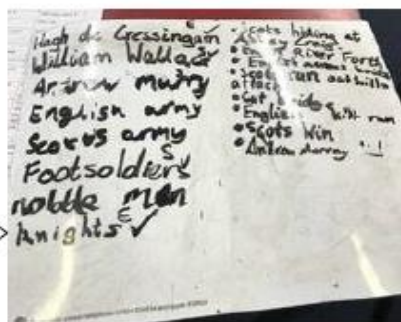
Practitioner Moderation Template

Learner Evidence

Evidence of Learning			
Say	Write	Make	Do

Experiences and Outcomes
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

Key people and events identified from the Battle of Stirling Bridge



Scottish Hiding in Abbey Craig

Learning Intention
To recognise the important happenings from a key event from the past

Success Criteria
I can perform a drama to explain the key events of a The Battle of Stirling Bridge

Cutting of the Bridge and the fighting scene.



Hugh De Cressingham on Horseback and his knights coming to the bridge.

Teacher Voice
On the whiteboard the group had to write a plan of their drama before performing it. On the left side they wrote the key figures from the Battle of Stirling Bridge and the right is the key events for the Battle.
(Scots hiding at Abbey Craig, England over the River Forth, English having to cross the bridge, Scottish run out of the hills to attack, Scottish cut the bridge, English Run, Scottish win, Hugh De Cressingham is killed, Andrew Murray dies weeks after)



Scottish Victory and Hugh De Cressingham

Learner Voice

What have I learned
I have learned who the main people were within the Battle of Stirling Bridge and what the main bits of it were.

How have I learned?
We performed a drama to show the Battle of Stirling Bridge.

What skills have I learned?
Team work, using speech, movement skills, performing as a character.

Next Steps
We would like to be able to write a script the next time and use props as we think that would make our drama better.

Practitioner Moderation Template

Learner Evidence

Second Level
Lesson 5

Evidence of Learning			
Say	Write	Make	Do

Learning Intention
-To create an information text to suit the needs of an audience
-To research the lives of key figures from the past

Experiences and Outcomes
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
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

Teacher Voice
Pupils initially had to write a definition of a fact and an opinion and a discussion on what the difference is. The pupil was able to meet this criteria. The pupils were given an example of a Factfile on David Livingstone on the whiteboard and were asked to identify the format of text and then the key features that helped them to identify it. The pupil was able to highlight the key features well and was able to identify what would be needed within her own factfile. There was a blank factfile format sheet to use for the pupils but they had the choice to use it or produce their own format within their jotter. The pupil opted for doing her own format that is based on the provided sheet. They have learned about Edward 1 through several Social Studies lessons previously. Oral feedback was given using each point of the success criteria. It was a well discussed and evaluated between the two pupils.

Title → Edward I

Verbal feedback given

Picture → [Drawing of King Edward I]

subheading → Interesting Facts

Relevant Text → King Edward I was King of the West Saxon King Henry II when that in 1172 he had a son who was a minor and a very bad temper. He was called a 'lion' because he wanted to rule Scotland and this was in the Royal Family his nickname was 'Longshanks' because he had long legs and was very tall.

Relevant Text → He spoke with a pronounced lisp. On November 1st 1254 he married his second cousin Eleanor of Castile she was 13. He was invited by Scottish Nobles to choose a king and chose somebody called John Balliol Edward then went to Scotland. He called everyone to the Stone of Destiny Perth. He took John Balliol and put him in jail. He stole the Scottish castle.

Success Criteria
I can recognise the difference between fact and opinion
Self-correct my spelling using taught rules
I can create a factfile including: a title
subheadings
relevant facts
suitable pictures
relevant text

Learner Voice
What have I learned
I know the difference between a fact and an opinion. I have learned information about Edward 1 and how to share that information in a factual way.
How have I learned?
I have learned this by putting facts and information into a factfile about Edward 1.
What skills have I learned?
Note taking, writing information paragraphs, writing facts.
Other Information
I didn't want to use the worksheet for the layout of the factfile as I like to be able to set things out my own way. I liked talking about the factfile and evaluating it with ***. She thinks that I have met all the criteria.
Next Steps
If I was to complete another factfile then I would try to discover some more interesting facts about the person. I would have liked to be able to write a biography of William Wallace too as I think that I know more information about him.

Practitioner Moderation Template

Learner Evidence

Second Level
Lesson 6

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

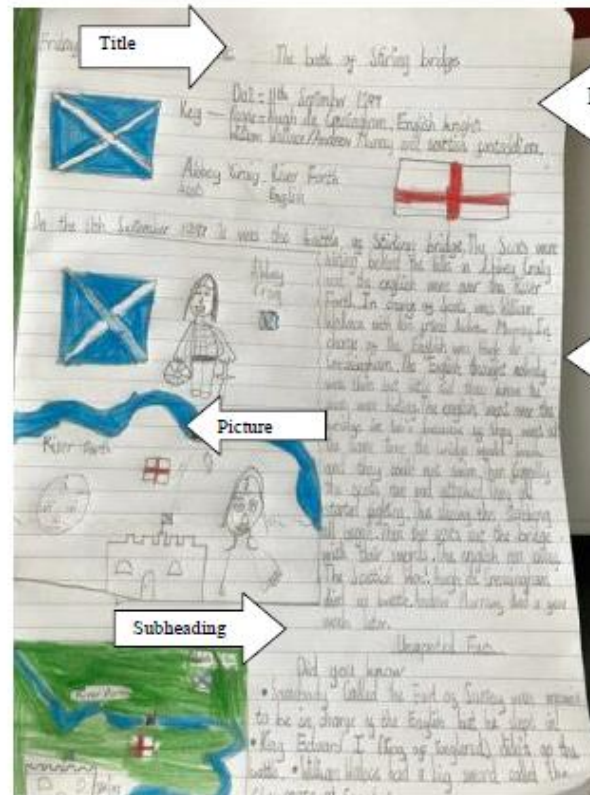
I can spell most of the words I need to communicate, using spelling rules, specialist vocabulary, self-correction techniques and a range of resources. LIT 2-21a

Teacher Voice

Within the final lesson a discussion took place initially where we went over all of the formats of texts (timeline, leaflet, factfile and PowerPoint) that we have been working on recently. We re-visited the success criteria's of each format. It was explained to the pupils that they had to choose format to present information about the Battle of Stirling Bridge to the visitors of the Open Afternoon. The pupil decided to choose the factfile format. This final text was teacher assessed with a grid against the factfile success criteria from the previous lesson. The Social Studies outcome will be covered within the relevant text criteria.

Evidence of Learning

Say	Write	Make	Do
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Learning Intention

- To select a format of text to convey information to a specific audience

Success Criteria

I can choose a writing format to present information for an adult audience

Learner Voice

What have I learned

I have learned to choose a format of text that I thought would be a good way to share my knowledge of The Battle for Stirling Bridge with the people who will be coming to Open Afternoon. I have learned to self-correct my work and to make sure that my spelling is correct by using the class wordbank and a dictionary.

How have I learned?

I made the choice of sharing my knowledge through a factfile as I felt that it was the best format that I could do.

What skills have I learned?

Making decisions, self-correcting, choosing a good layout.

Other Information

The pupil was in between doing a factfile or a leaflet and was keen to actually do both but decided upon the factfile.

Practitioner Moderation Template

Learner Evidence

Second Level
Lesson 6

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

Teacher Voice
The Factfile was very well done and the pupil was happy with the feedback. I feel that she has confidently met all of the success criteria and learning intentions of the lessons that have been involved.

I can create a factfile including a title and subheadings	Your factfile has a suitable title of Battle of Stirling Bridge and also has a subheading of Unexpected Facts. I like the Unexpected Facts subheading and the way that you have posed the question Did you know? as it feels as though you are engaging the reader with a little bit of exciting information. I think that you could have maybe included another subheading above your second paragraph which is about the key events of the battle as this would have allowed the reader to see clearly where to locate information on the key events of the battle.
I can create a factfile including relevant facts	You have included a wide range of facts about the Battle of Stirling Bridge. A real strength is your unexpected facts as they are funny and are wee extra pieces of information that a reader will find interesting to know. They add additional knowledge to the topic as well. All the facts that you have included are relevant.
I can create a factfile including suitable pictures	You have included a photo of the battlefield which includes the two key people within the battle. This clearly shows which side they were on. You have also chosen to do a map of the battlefield which demonstrates the position of both of the armies and the key places such as Abbey Craig, Stirling Castle, the River Forth and the Bridge. Both of the pictures have added detail to the factfile and have added information for the reader on the subject.
I can create a factfile including relevant text	Your factfile was to include information on the key people within the Battle of Stirling Bridge as well as the key events. Your factfile has very detailed information of both of these. In terms of the key people you have made the decision to outline them at the top of the page which I think is a good format as it allows the reader to see clearly who was involved. You have detailed all of the main events of the Battle of Stirling Bridge and have done so in your own words and written it in detailed sentences that will engage an adult reader. Very well done!
I have used the wordbank or a dictionary to help with spelling	I can see that you have used both the word bank and a dictionary to help with your spelling. You have checked over and self-corrected any mistakes. There are no spelling mistakes within your factfile. Great work!

Learning Intention
- To select a format of text to convey information to a specific audience

Success Criteria
I can choose a writing format to present information for an adult audience

Learner Voice
I am glad that you liked my factfile and that you thought that I met all of the criteria. I see what you mean about the second paragraph not having a subheading so I could have done that. Thank you for my marble.
Next Steps
If I was going to do this again we could maybe have more choice of formats to work from and change the audience that we are doing it for.