

**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	Calderwood Lodge Primary School
Practitioner Code	B3
Curriculum Area(s)	Literacy and Social Studies
Level	First
Stage(s)	4
Specific subject (if applicable)	Literacy / Social Subjects

Experiences and Outcomes:

First Level

By considering the type of text I am creating, I can select ideas and relevant information, organise these in a logical sequence and use words which will be interesting and / or useful for others. LIT 1-26a

Throughout the writing process, I can check that my writing makes sense. LIT 1-23a

By exploring a natural environment different from my own, I can discover how the physical features influence the variety of living things. SOC 1-13b

Learning Intentions:

Literacy

- I am learning to select ideas and write in a logical sequence using interesting words.
- I am learning to select ideas and relevant information and use them to write in a logical sequence

Social Studies

- To investigate a natural environment different from my own.
- To describe how the physical features of an environment can influence the variety of living things.

Success Criteria:

<p>Lesson 1 – Social Studies</p> <p>I can listen to my group member's ideas and share my own.</p> <p>I can write in note form.</p> <p>I can find five volcano facts.</p> <p>I can label a diagram.</p> <p>I can explain how a volcano is formed.</p>	<p>Lesson 2 – Social Studies</p> <p>I can think of two positive points how volcanoes influence living things.</p> <p>I can think of two negative points of how volcanoes influence living things.</p> <p>I have researched three facts about a volcano in the world.</p> <p>I have written in note form.</p>
<p>Lesson 3 – Literacy</p> <p>I have written a script with three parts (news reader, news reporter and witness).</p> <p>I have introduced each person.</p> <p>I have used capital letters and full stops.</p> <p>I have used appropriate punctuation.</p> <p>I have used vocabulary that would be used in a news report.</p> <p>I have checked my work for spelling corrections.</p>	<p>Lesson 4 – Literacy</p> <p>I have used an eye catching headline</p> <p>I have written in past tense</p> <p>I have included the most important information (who,what, when and where).</p> <p>I have included a picture.</p> <p>I have added a caption to my picture.</p> <p>I have used a quote.</p>

Highlighted SC – negotiated with learners

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

Social Studies:

Lesson 1– How Volcanoes are Formed

- Starter activity was a picture of a volcanic eruption on board and children worked in groups to complete “I see, think and wonder”.
- Groups presented their ideas to the class
- Children watched a Tig Tag video on volcanic eruptions that had an explanation of how they are formed.
- Children watched it a second time but were told to take notes on their white board.
- Classroom discussion about the impact a volcano would have if we had one in Glasgow and the effect it has in other countries.
- Children used their notes to label and complete a diagram describing how volcanoes are formed.
- Children noted five facts on how volcanoes can affect the climate and living things

Lesson 2 – How Volcanoes Effect Living Things

- Ppt and video highlighting the positive and negative aspects of living next to a volcano
- Discussion of new words to them.
- Split the class into two groups “for” and “against” living next to a volcano.
- Reported back, with a classroom discussion of their reasons.
- Worksheet on the effects of volcanoes on living things.

Lesson 3 – Writing a News Script

- Children watched a Newsround report on a volcanic eruption
- Discussed the language used and the structure of having a news reader, news reporter and a witness being interviewed.
- Used a PowerPoint to explain how to structure a script
- Used three children as an example to role play for the class, had a news desk and pretend microphones with a script prepared
- Classroom discussion about all the features that made it a news script
- Watched the Newsround report on the volcanic eruption, children took notes of the facts.
- Wrote a news script based on the volcanic eruption.
- Children then acted out their scripts and recorded them on ipad.
- Plenary – watched good examples and discussed success criteria.

Lesson 3 – Writing a Newspaper Report

- Discussion on features of a newspaper article to remind children of their prior learning.
- Powerpoint on newspaper reports.
- As a class we looked at reports written on volcanic eruptions.
- Using active inspire the children came to the board to highlight the main features of articles.
- Class discussion about a plan for the newspaper report.
- Using the news script about the volcano the children then wrote a newspaper article.

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:

Learner has been able to take part in classroom discussion about a different natural environment.

Learner has been able to discuss disaster report news article and share opinions with peers.

Learner has been able to discuss the main features of a news script

Learner has been able to act out a news script she has written, playing the part of reporter.

Learner has been able to discuss the main features of a newspaper article.

Learner has been able to share her idea with her group members.

Write:

Learner has recorded facts about volcanoes

Learner has completed a diagram describing how volcanoes are formed.

Learner has been able to write a script for a news reporter to read at the scene of the disaster.

Learner has been able to complete a newspaper report on a volcanic eruption.

Make: N/A

Do: Learner has been able to work in a group, create a news script and act it out.

Did the learner successfully attain the outcomes? YES/NO

Yes

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

Feedback given after and during each lesson taught. Assessment is for learning strategies were used where appropriate for example peer and self-assessment.

Next Steps

- In the next social studies lessons, the children should be able to use their script writing techniques for a weather reporting style.
- When writing a newspaper report / news script, pupils should feel more confident about the layout and features are used.

Pupil Voice:

What have you learned?

That volcanoes are dangerous as they spew ash and lava but they can be good for the environment.

I have been learning how to work as a team to write out a news script in groups and act it out together.

I have learned how to write a newspaper report, trying to make my headline bold and my writing interesting,

How did you learn?

Taking notes on white boards.

Watching videos of volcanoes erupting.

Watched a video about how volcanoes are good for animals.

Acting out the newsroom helped with how to write the news script.

Looking at other newspaper articles helped with knowing what features have to be included.

Working with my group, listening to their ideas.

What skills have you developed?

Writing skills in the style of a newspaper.

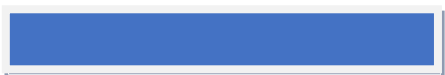
Taking notes.

How to work as a team, listening to other people's ideas.

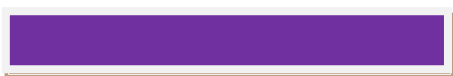
Colour coding key



Lesson Order and Learning Intentions.



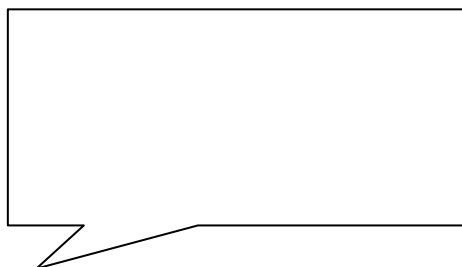
Learner Tasks.



Success Criteria



Range of Assessment Methods



Pupil Voice

Lesson 1

To investigate a natural environment different from my own.

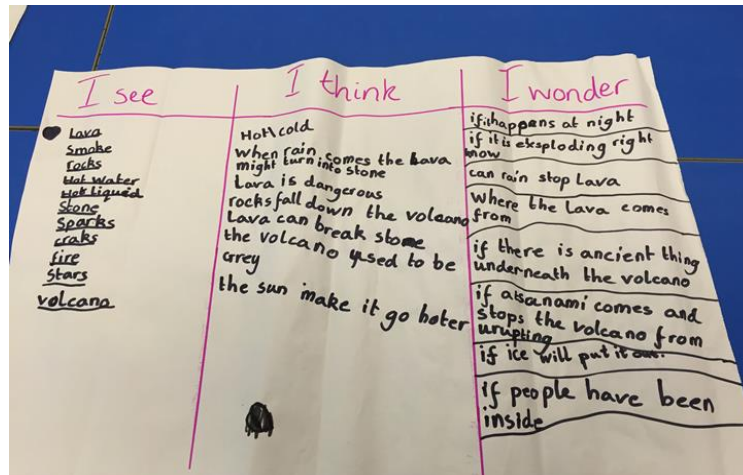
Task: To introduce volcanoes learners worked in groups to complete an "I see, think, wonder" table.

Learners researched how volcanoes are formed and five facts about them in ICT.

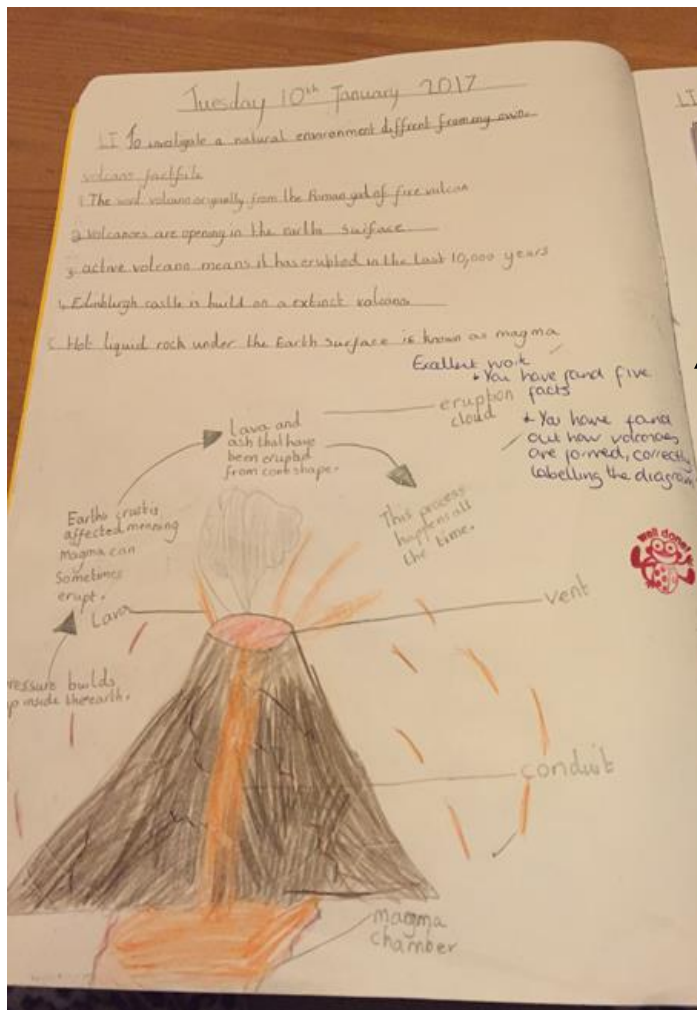
Say -

Starter task -

A picture of an erupting volcano was shown to the class and the groups of 4 were to complete "I see, think, wonder" and then share with the class.



SC - I can listen to my group member's ideas and share my own



Learner labelled a volcano and completed a diagram about how they are formed.

Learners used ICT to research facts about volcanoes then wrote in note form in their jotter.

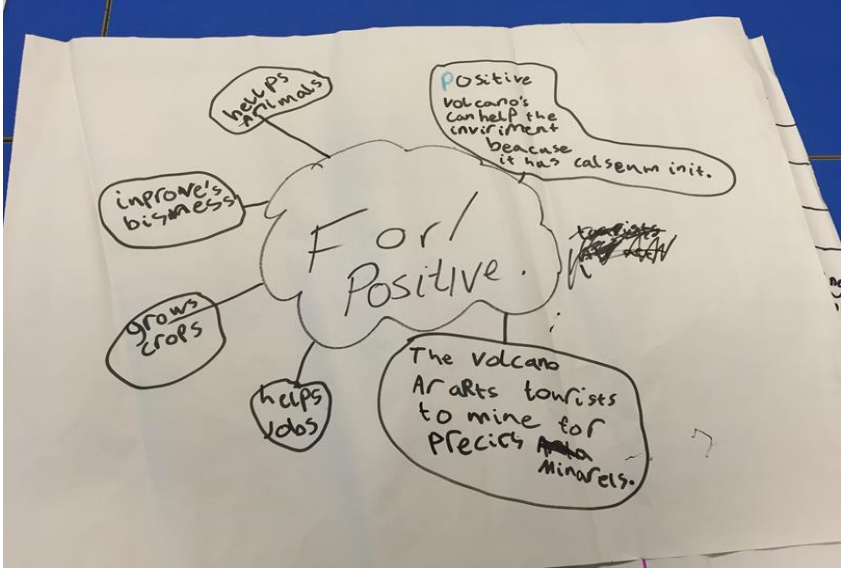


Lesson 2
 LI – To describe how the physical features of a different environment from my own can influence the variety of living things.

Task: Learners watched a video describing the positive influences have on an environment. Children were then split into groups to find out the pros and cons a volcano has on the environment.

SC – I can think of two positive influences a volcano can have on living things.

SC – I have written in note form.



Wednesday 11th January 2012
 LI To describe how the physical of an environment can influence living things.

Living Near Volcanoes

- Ash can destroy farm crops, which can have a domino effect on local ecosystems.
- Lava flows are very dangerous, people, buildings and vehicles destroyed.
- Soil near volcanoes is really good for farming.
- Scientists can predict when most will erupt.
- Many lives can be lost.
- Dormant volcanoes may not erupt for hundreds of years.
- Volcanoes create geothermal energy, which is clean and renewable.
- Volcanoes are tourist attractions, this is good for the economy.
- Tourists look at the volcano erupting.

Task:
 1. Highlight all the for points in one colour and all the against points in another colour.
 2. Can you find out some facts about a volcano that has had a positive effect on living things?

Kenya, East Africa
 positive effect on living things
 Ash is rich in plant nutrients
 nutritious grass for animals
 animals come to the land to graze, calve and hunt.

SC ● Good work
 * You have found great facts
 * You have selected the correct statements
 ✗ It would be interesting to find out which animals live near volcanoes

Teacher – Would you like there to be an active volcano in Scotland?
 Learner – No, because it would be so dangerous, lava is hot.
 Teacher – Can you think of any positive influences that a volcano has on living things.
 Learner – Yes, that they ash has minerals that helps grass and plants grow which is food for animals.

Read and corrected by teacher using success criteria.

Lesson 3

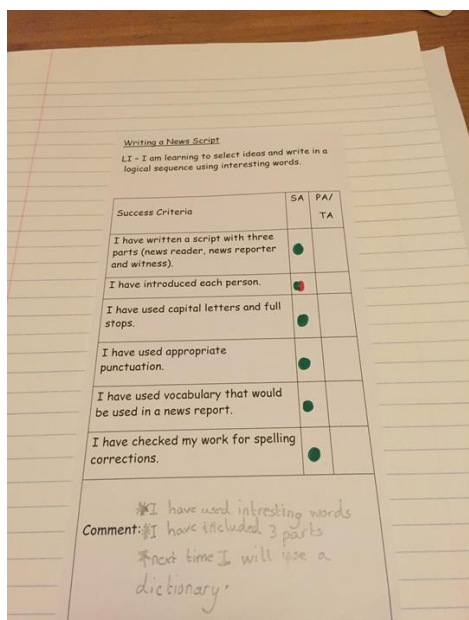
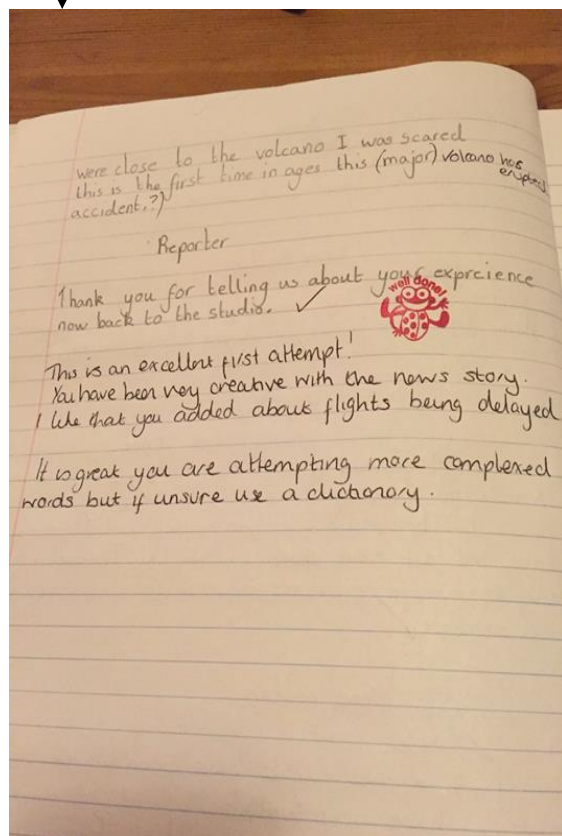
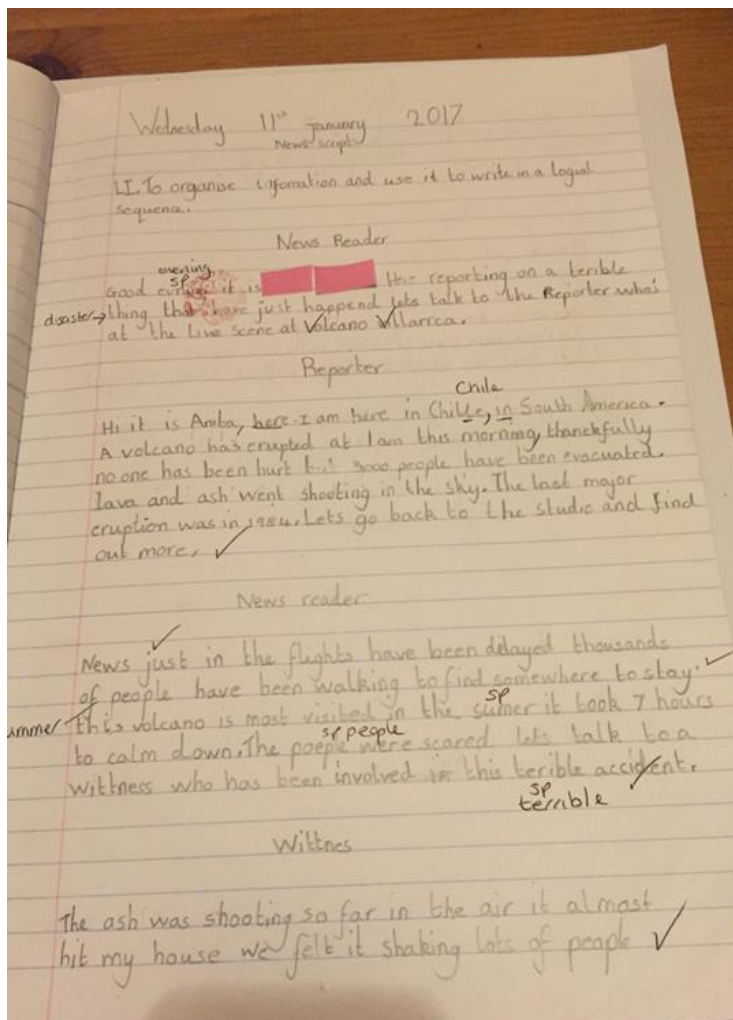
LI: To organise information and use it to write in a logical sequence.

Task: Learners watched a Newsround clip of a volcanic eruption and then discussed it.

Learners then read out a news script to the class that was already made to discuss the features of a news script. Learners then worked on a news script independently based on a volcanic eruption.

Say:

I can be part of a group and read out a script.



Teacher – Did you notice what kind of words the reporter was using?

Learner – Words that get your attention.

Teacher – Can you give me an example? Why do you think they use words like that?

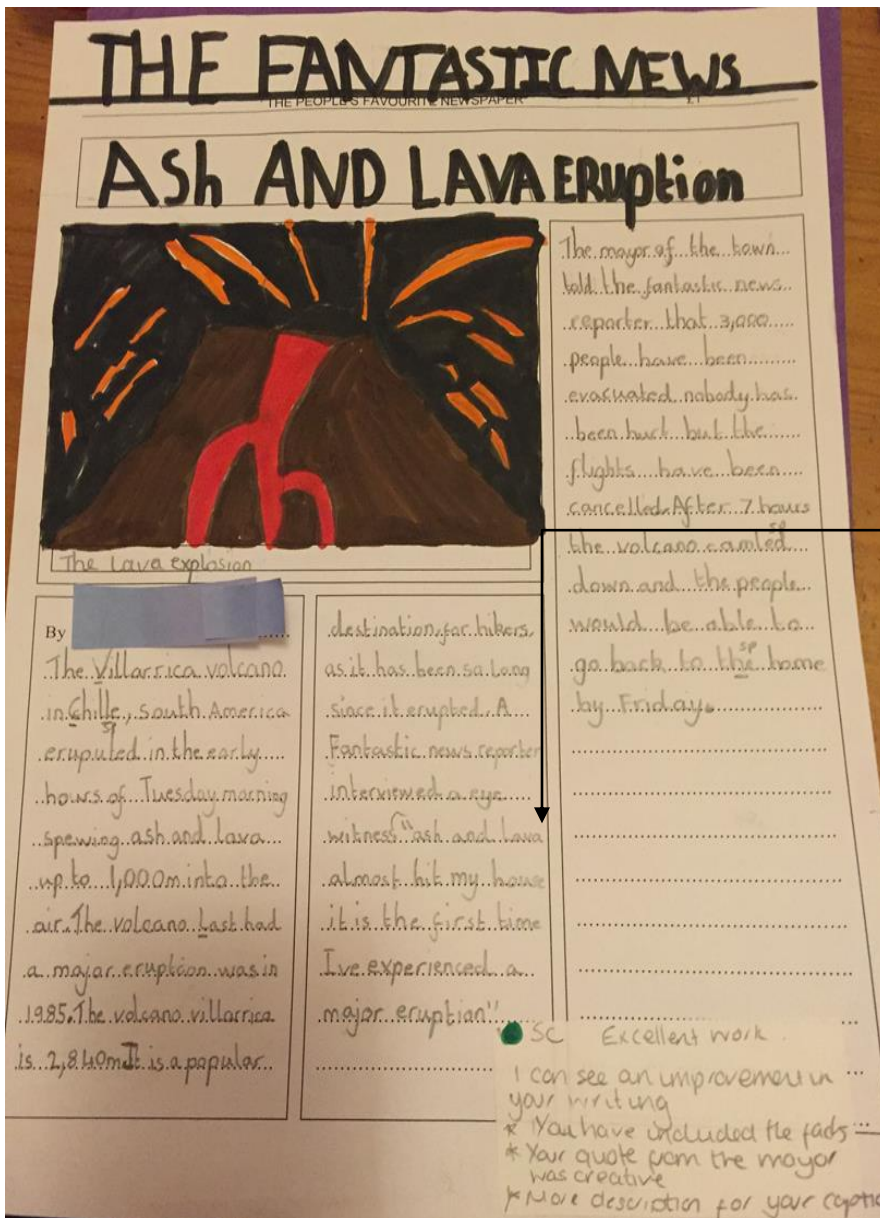
Learner – Like “news just in”. I think because it is to get your attention so you stop what you are doing and listen to what they are saying.

This writing was self-assessed. It was also corrected and commented on by teacher.

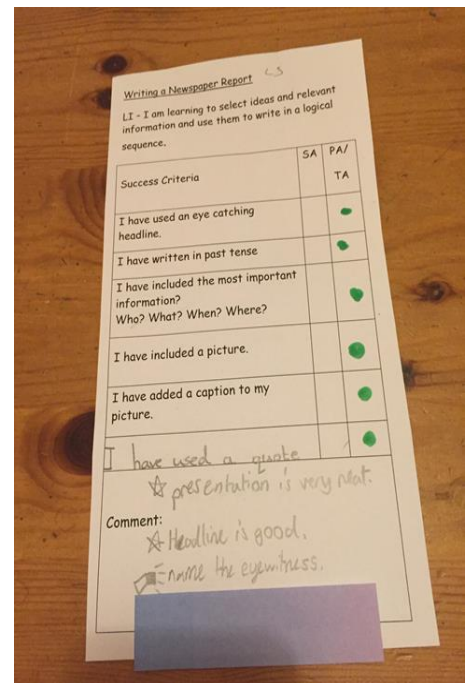
Lesson 4

LI: I am learning to select ideas and relevant information and use them to write in a logical sequence.

Task: Learners looked at different newspaper articles highlighting the different features. Learners used the facts from the previous lesson about a volcanic eruption and wrote a newspaper article.



SC: I have added a quote



Write –

- Newspaper article on a volcanic eruption.

This writing was peer assessed. It was also read by the teacher who commented on the writing