

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

School Code	Busby Primary
Practitioner Code	C6
Curriculum Area(s)	Literacy and Social Studies
Level	First
Stage(s)	Primary 3
Specific subject (if applicable)	People in society, economy and business (World of Work)

Experiences and Outcomes:

As I listen or watch, I can identify and discuss the purpose, key words and main ideas of the text, and use this information for a specific purpose. **LIT 1-04a**

I have experienced the different jobs involved in running a business enterprise and understand the role each one plays in its success. **SOC 1-22a**

Learning Intentions:

The children should be able to:

1. Listen for and identify key words and general information from peers.
2. Show their understandings of the different jobs involved in running a business through spoken and written work.

Success Criteria:

1. I can listen for information from my peers.
2. I can identify key words from spoken text.
3. I can talk about the different roles involved with a specific business (restaurant).
4. I can answer written and verbal questions about the different jobs within a restaurant.

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

*Previous Knowledge:*

The children have been learning about the World of Work. They have investigated different career options, basic budgeting and responsibilities (timekeeping, looking presentable, professional manner etc) linked with a variety of different subject areas (**Breadth**).

In previous reading lessons the children have learned about identifying key words but not within listening lessons (**Progression**).

In advance of this lesson the class were asked to choose a business to learn about. They agreed on a restaurant.

*Main Activities:*

As a whole class discussion, the children were asked to list the different jobs that they know of within a restaurant. They briefly spoke about the different responsibilities within each role and the idea that every role is vital.

The class were then divided into groups of 6. Each child was then given a role and a job specification card (waiter, chef, manager, bartender, sous chef and cleaner). Each group was given a restaurant name and theme (**Relevance**). Each child was asked to read their job specification and keep their title secret.

Within their groups the children were then asked to speak to the other employees in their group of 6 with the intention of gathering information about the other roles. More able children were encouraged to take notes with guidance questions and differentiated sheets were provided for less able children with structured questions and answers. Before the task, teaching time was spent discussing and revising good talking and listening skills. It was explained that eye contact, turn taking and attentive (active) listen would support comprehension. **SC1** was highlighted here, that the purpose of the activity was to 'listen for information'. **SC3** was also recapped before beginning the task.

After 15 minutes the children were asked to finish their discussions. They were asked to feedback about the most difficult and best parts about finding information through conversation and spoken text as opposed to written text.

The children were then given a work sheet to complete individually (assessment of **SC4**). The children were expected to refer to their written notes from the conversation to support them (*note taking skills were not being taught or assessed in this lesson*). The worksheets asked about the information they had gathered.

Finally a group of random individuals from each restaurant group were selected for a learning conversation with the teacher (assessment of **SC2**).

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* (See Transcript - **SC2** and **SC3**)

A group of individuals (including J) were selected for a learning conversation with the teacher at the end of the lesson. The children were asked which key words had helped them gather information about the various roles. They were also asked about their understandings of the different roles within a restaurant and how this might apply to other businesses.

*Write* (See worksheet and feedback form– **SC1** and **SC4**)

The children were given a written worksheet to complete after their conversations. The worksheet asked questions that measured how much information the children had gathered from listening. Simultaneously it provided assessment for their understanding of different roles within one specific business (a restaurant). The final question asked the children to consider how these roles might compare to other businesses.

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

Please see learning conversation and worksheet feedback form.

Pupil Voice:

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

'I learned that I am good at listening. I like reading but I also like listening to information too. I also learned that a restaurant has lots of different jobs to make it work. Next time I will try to remember more key words.'

Did the learner successfully attain the outcomes? YES

## Learner Evidence

---

*Job Specification*

Title: *Sous Chef* Salary: *£20,000*

**Duties and Responsibilities:**

- Second in command to the Head Chef
- Able to follow instructions and assist
- Able to cook simple and complex dishes
- Can offer menu ideas
- Works well under pressure
- Approachable
- Respectful and mannerly

---

---

*Job Specification*

Title: *Bar Tender* Salary: *£18,000*

**Duties and Responsibilities:**

- Prepares and serves drinks to customers
- Can operate a till and is confident in handling money
- Familiar with popular drink options and recipes
- Friendly and polite manner when serving the public
- Able to work in a busy environment
- Works well under pressure

---

---

*Job Specification*

Title: *Manager* Salary: *£30,000*

**Duties and Responsibilities:**

- Overall responsibility for the running of the restaurant
- Able to manage a group of staff
- To create timetables and rotas
- Positive approach to problem solving
- Strong numeracy skills with strengths in budgeting
- Able to build positive relationships with customers
- Advertise the business
- Create offers and deals

---

---

*Job Specification*

Title: *Head Chef* Salary: *£25,000*

**Duties and Responsibilities:**

- To ensure effective control of stock purchasing, receipts, storage, preparation and service with regard to quality, quantity and safety.
- Meet customers' high expectations
- To keep a clean kitchen
- Complete the staff rotas
- Menu planning together with creating new dishes
- Good team player, hardworking and enthusiastic
- Passionate about food
- Experience of working with fresh produce

---

---

*Job Specification*

Title: *Waiter/Waitress*  
Salary: *£18,000*

**Duties and Responsibilities:**

- Able to carry multiple dishes from kitchen to table
- Must look presentable and neat
- Must have good social skills and a polite manner
- Able to take orders and write quickly with good handwriting
- A good team player and able to communicate with kitchen staff
- A fast and efficient manner
- Respectful and patient when serving the public
- Good numeracy skills and confident in handling money

---

---

*Job Specification*

Title: *Cleaner* Salary: *£16,000*

**Duties and Responsibilities:**

- To maintain high levels of cleanliness in the kitchen and restaurant
- Can work quickly and efficiently
- Wash and replenish dishes, cutlery and glasses
- Water restaurants plants daily
- Clean windows weekly
- Mop all floors daily
- Trustworthy and respectful
- Team player
- Manage and order cleaning supplies

---

## Running a Restaurant

Success Criteria:

**SC1.** I can listen for information from my peers.

**SC4.** I can answer written and verbal questions about the different jobs within a restaurant.

Answer the questions to show what you found out from your colleagues.

1. List six different jobs within a restaurant.

Head chef, waiter, cleaner, Souschef,  
bar tender, manager.

2. Which employees are responsible for helping customers?

mostly waiter bartenders and manager.

3. Which employee has the most responsibility? Explain your answer.

Head chef It cooks food for people.  
If the chef did not work the Restont  
wont be open.

4. Can you think of a time when different members of staff will have to work together?

The sous chef works with the headchef  
in the kitchen. The waitos works with  
everyone.

5. If you were to work in a restaurant, which job would you like? Explain your answer.

I would like to be a Manager.

6. Think of another business with lots of employees. Are there jobs that are similar to the restaurant?

In a shop their is a Manager.

## Transcript of Learning Conversation

*(Conversation focus: SC2 and SC3 and verbal feedback)*

Teacher (T), Child (J)

**T** Did you enjoy that, J?

**J** Yes, it was very fun but quite hard to speak to everyone.

**T** I noticed you paying close attention to your restaurant colleagues and asking questions to check your answers. Were there any key words which helped you understand the other jobs?

**J** Yes, 'kitchen' and 'customers' were good words.

**T** Why?

**J** They gave me an idea of what they do.

**T** I see, so people who work in the kitchen won't need to speak with customers?

**J** That's what I thought.

**T** Was there any other information that helped you understand the different jobs?

**J** Well their salary helped me know if they're the boss or not.

**T** So it helped you see how much responsibility they had?

**J** Yes it did.

**T** Did you find out anything you didn't already know about jobs in a business?

**J** It made me think that everyone is very busy in a restaurant and that there is lots and lots to get done.

**T** Do you think that's the same for other businesses?

**J** Mmm, maybe only for busy businesses.

**T** Thanks, J. You've done really well today. I noticed you listening carefully for information through the activity and you've been able to explain a little bit about the different roles to me here.

## Practitioner Moderation Template

## Learner Evidence

I can listen for information from my peers.	I spotted you showing good listening and paying close attention to your colleagues. You even asked relevant questions to help deepen your understanding.
I can identify key words from spoken text.	You were able to give me a few key words which helped you in our conversation. Next time try to pick out even more key words that gave you important information.
I can talk about the different roles involved with a specific business (restaurant).	You shared with me a little bit about the different roles within a restaurant and you were able to relate this to another business. However, could you have shared more detail that you had learned from your conversations? For example, some of the small details about the jobs.
I can answer written and verbal questions about the different jobs within a restaurant.	You're worksheet shows a good understanding of the different jobs and each persons' basic role. You're last two answers could have been more detailed and this might have shown a better understanding of their duties.

I can listen for information from my peers.	
I can identify key words from spoken text.	
I can talk about the different roles involved with a specific business (restaurant).	
I can answer written and verbal questions about the different jobs within a restaurant.	