

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

School Code	
Practitioner Code	17
Curriculum Area(s)	Health /Literacy and English
Level	First level
Stage(s)	Primary 4
Specific subject (if applicable)	

Experiences and Outcomes:

I experience a sense of enjoyment and achievement when preparing simple healthy foods.

**HWB 1-30b**

When I engage with others, I know when and how to listen, when to talk, how much to say, when to ask questions and how to respond with respect.

**Tools**

**LIT 1-02a**

Learning Intentions:

- Prepare a simple healthy food.
- Demonstrate good talking and listening habits.

Success Criteria:

- I can understand that preparing food can be a pleasant and social activity.
- I can safely prepare and put healthy toppings on my pizza.
- I can explain how to make a pizza as part of a healthy diet.
- I can take my turn to talk and listen.
- I can ask my group at least one question.
- I can respond respectfully to any questions I am asked.

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

The content of health lessons in the past few weeks has been ;

- Investigating the range of foods available and discussing how they contribute to a healthy diet.
- A variety of activities to allow the children to discuss and become more aware of the five food groups.

The class have been working on developing their listening and talking skills.

This has been done through different curricular areas. E.g. Topic, Numeracy and Maths, and Literacy and English.

- They have been using prompt cards to help them ask a variety of interesting and appropriate questions and are also becoming more confident at taking roles within their discussion group.
- Children have developed class rules for listening and talking and these are becoming embedded in all areas of their learning.

## Lesson One

- Children were asked to think about the pizza they were making the next day and using their previous knowledge about a balanced diet, discuss the toppings they would put on their pizza base.
- They worked in groups to discuss options and fed their responses back to the class.
- We then watched a video which showed how to cut and grate safely.
- Then using plasticine and plastic knives the children had to demonstrate the cutting techniques they had learned.

Children completed a self-evaluation of the lesson in their jotter and also wrote next steps

## Lesson Two

Before this lesson the children looked back at lesson one to recap on the skills they had learned. They then wrote one of the success criteria for the lesson.

- S.C. - I can safely prepare and put healthy toppings on my pizza.
- Children sat at tables in dinner hall which allowed them to work together and enjoy the experience of preparing food with their friends.
- They were provided with pizza bases and given a selection of unprepared vegetables to choose from along with tomato passata and cheese.
- They were asked to prepare toppings. eg. Chop vegetables or grate cheese and then put it on their pizza.
- Pizzas were then cooked and when cooled taken home. (They did not eat them at the time as it was just before lunch, therefore they were taken home to enjoy and share with their family.)

## Lesson Three

The third lesson was a chance for the children to share their experiences of making their pizzas to allow them to evaluate the lesson.

- Children worked in groups of three with each child taking on the role of leader, note taker or reporter.
- Prompt cards were used to help the children as a starter but they were then asked to think of their own questions.
- At the end of the group discussions the children all met together as a class and had a chance to feedback their different views and opinions.

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

- Self-evaluation of Lesson one and next steps.
- Photos of steps to make pizza. Explanation by Pupil.
- Photograph of some finished pizzas. Dialogue of teacher feedback and discussion with Pupil about the activity.
- Script of part of pupil's group dialogue.

Did the learner successfully attain the outcomes? YES/NO

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

Lesson 1 - During the lesson there was constant and immediate oral feedback given by the teacher and PSA who were walking round and talking to children. Children were stopped on several occasions to share good practice with the rest of the class and show ways of improving their skills. The children wrote a self-evaluation in their jotter and their next steps in learning. (see evidence 1)

Lesson 2

Before starting this lesson, oral feedback was given by me about children's written next steps and we discussed how we were taking the learning forward using their previous knowledge.

Throughout the lesson oral encouragement and feedback was continual as the children were making their pizzas. I occasionally stopped children to show examples of good practice or at other times to remind children to use skills they had learned, in response to children's needs. A lot of peer evaluation was going on in an informal manner.

Feedback given to all pupils at the end of the activity. (see evidence 3)

Lesson 3

Again oral feedback was given as I went round the groups. The children orally evaluated their learning both in small groups and then as a class.

(see evidence 4)

Pupil Voice:

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

What have you learned?

I have learned how to cut safely using the claw grip and the bridge hold. Healthy foods give you lots of energy. You might have a little bit of everything from the five food groups. I enjoyed learning how to make pizza toppings. I enjoyed cutting all the vegetables up and grating the cheese with my friends.

In my discussion I learned how to be a leader of the group. I learned stuff like when you are talking you should look at each other, face each other, look interested, take turns and most of all listen. Talk clearly and slow but not too slow because you have to have a balance. If you talk too slow everyone might fall asleep but if you talk too fast they might not listen.

How did you learn?

We practised cutting with plasticine. We made pizzas in the dinner hall using the techniques we learned and we knew what healthy things we should put on top of the pizza because we had talked about healthy food. We learned good talking and listening by talking in groups.

What skills have you developed?

I have developed listening and talking skills by working in groups and practising.

I have practised cutting vegetables and grating cheese safely.

I have learned about healthy food.

I have learned how to put healthy toppings on a pizza.

# Learner Evidence

Evidence ①

A7

Tuesday 17<sup>th</sup> November

LI: Learn how to use a knife to cut safely.

SC: I can demonstrate the bridge and claw cut.

Self Evaluation

SP I have learned two new techniques called the claw grip and the bridge <sup>hold</sup> grip. I think I did it well. Now I feel more confident with cutting. ✓

Next Steps I will use my technique to eat vegetables to make pizza.

I was watching you cutting and really thought you were using the claw grip and bridge hold well to keep your fingers safe.  
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😊

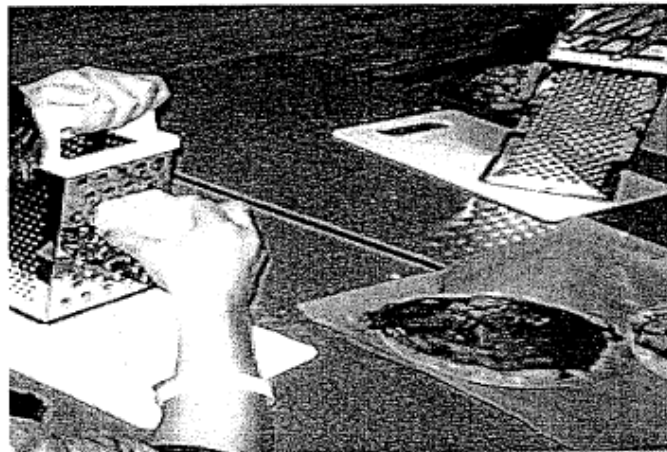
Evidence (2)

A7

Pupil -  
First we  
put 1 spoon  
and a half  
of passata on  
one pizza base



When we  
started grating  
cheese. I held  
the cheese  
firmly.

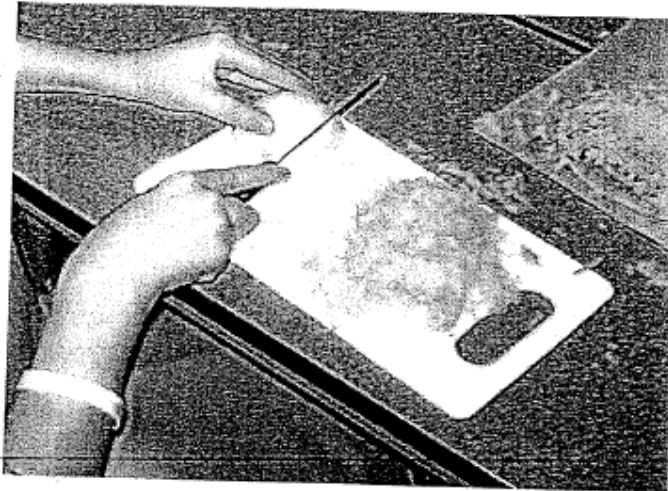


When we  
put the  
cheese on.  
Not too  
much though  
to be healthy.



A7

After that  
we dropped  
the onion.  
used the  
claw grip.



Finally I  
decided  
to put some  
bits of  
tomato on.



Teacher : Did you enjoy this?

Pupil : Yes I did , I enjoyed putting the  
toppings on .

Evidence (3)

A7

Teacher feedback with pupil after pizza has come out of the oven

Teacher - What did you think about this activity?

Pupil - It was really good fun.

Teacher - Did you use any skills you had learned already in class?

Pupil - I tried to take a little bit of everything so that my pizza was healthy.

Teacher - What about when you were preparing the vegetables?

Pupil - I was a bit scared at first with the sharp knife but felt more confident when I started because I knew what to do so I wouldn't cut my fingers.

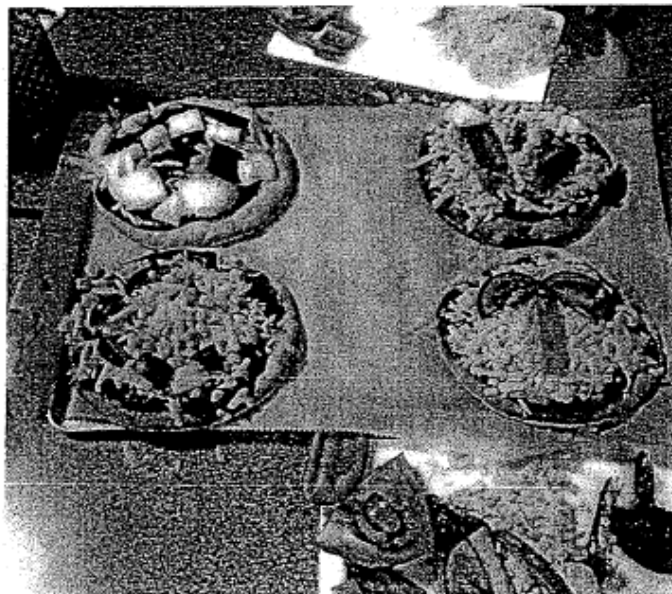
Teacher - Are you looking forward to tasting it?

Pupil - I am going to take it home for dinner.

Teacher - Well I think it looks really tasty. Well done. I am so pleased you enjoyed this today. You worked really well with your friends to prepare your pizza and chose a good balance of healthy toppings. I liked how you gave each other encouragement and help with the chopping and grating.

Do you think you will use these skills again?

Pupil - Yes I am going to ask if I can make this at home. I want to put a sausage on it too.



## Evidence (4)

Chosen pupil	Right (reads question). What is your favourite healthy topping, think about that. (in answer).
Z	Shrugs shoulders.
C	Tomato?
Chosen pupil	Just tomato only on your pizza? Would you not have anything else on your pizza?
No Answer	No Answer
Chosen pupil	Would you have cheese on it?
Z	Maybe ...
C	Only cheese. I don't like anything else on it.
Chosen pupil	Well I would have sausage on it coz I like sausages. Are you sure you would not put anything else on your pizza?
	No Answer
Chosen pupil	Okay, (reads next question then clarifies it). So how was the pizza made? Z?
	No Answer
Chosen pupil	Okay, so I would say that you put tomato passata into a bowl and put it at the base of You were chopping then put it in the pizza base.
Z	Okay so first we put sauce on it, after that we put cheese on it.
Chosen pupil	And other toppings?
	No Answer
Chosen pupil	Did we put anything else on it? Tomatoes, peppers, cheese ...
	No Answer
Chosen pupil	So C, do you have any answers? Did you cut anything up?
C	I didn't really cut anything up.
Chosen pupil	How about the onions, peppers? Did you cut anything up? (facial expressions trying her).
	No Answer



Practitioner Moderation Template

Learner Evidence

Chosen pupil	Okay (then reads next question and clarifies). Did you enjoy the pizza?
C	I didn't try it.
Chosen pupil	Why?
C	Coz of the vegetables.
Chosen pupil	Oh. Well, I thought it was okay. I don't know what didn't make it alright. I think it was the toppings. (Indicates to Z to share opinions)
Z	I thought it was juicy and I liked it.
Chosen pupil	Maybe it was the melted cheese. What are you going to write? Let's see (Reads C's notes). You should have written 'put toppings on pizza base' (rewrites correctly). Now write we all enjoyed it because of the cheese. Except for C.
Chosen pupil	(Reads question about the techniques involved in chopping). Z?
Z	Erm... What's the name again?
Chosen pupil	Think of dogs and cats. What do they have on their hands?
Z	Oh! The claw grip.
Chosen pupil	What did you use that for?
Z	Cutting peppers and onions.
Chosen pupil	C, do you think that you would use them for cheese?
C	Sometimes the claw grip.
Chosen pupil	Would you really? Suppose you would ... Why would you use claw grip to cut cheese C?
Z	No you can't.
Chosen pupil	Just a big chunk for yourself?
C	You could cut it and leave it to melt.
Chosen pupil	Just write you cut cheese using a grater.
Chosen pupil	(Reads next question). Did you work well with your partner? Did you do well cutting the grips?
C	Yes we shared and were helpful. It was really fun.
Chosen pupil	Yes, I hope we can cook again. Me and T shared the grater. What about you Z? Who
Z	Well, I got help from N, he helped me use the grater.