

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

School / Establishment	Neilston Primary School
Curriculum Area	Social Studies/Literacy & English
Specific Subject (if applicable)	
Level	Second
Stage(s)	P7

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.) Only using first half of e&o

SOC 2-06a

As I **listen or watch**, I can **make notes**, **organise** these under suitable headings and use these to **understand** ideas and information and **create** new texts, using my own words as appropriate.

LIT 2-05a

I can **persuade, argue, explore** issues or **express** an opinion using relevant supporting detail and / or evidence.

LIT 2-29a

Learning Intentions:

- ✓ To explore and discuss why people and events from a particular time in the past were important.
- ✓ To make notes using key words and phrases.
- ✓ To create a new text using my notes.
- ✓ To write a newspaper article

Success Criteria:

- ✓ Explore and record information on the moon landing.
- ✓ Use my own words and technical vocabulary.
- ✓ Explain information to others.
- ✓ Apply learning to respond to a variety of questions.

- ✓ Discuss and identify elements of a poster.
- ✓ Plan and use your notes to create your poster.
- ✓ Identify and apply suitable vocabulary for my audience.
- ✓ Organise information in an appropriate way for my purpose.

- ✓ Discuss and identify elements of a newspaper article.
- ✓ Plan and use your notes to create your newspaper article.
- ✓ Identify and apply suitable vocabulary for my audience.
- ✓ Organise information in an appropriate way for my purpose.

Practitioner Moderation Template

Learner Evidence

Briefly outline the range of quality learning experiences that have been provided:
(Remember – Breadth, Challenge and Application)

Lesson One

Children are going to learn about 'The Moon Landing' and to meet their success criteria in this lesson they are going to teach each other. One person from each group will learn about one of four aspects of 'The Moon Landing', for example 'Conspiracy Theories'. Each person from the group will learn about a different part. Each learner is the teacher for their group so it is their responsibility to make sure they take notes at their station and read all of the information carefully. When the learning time is up pupils will move back to their tables and teach the rest of their group what they have learned.

Lesson Two

Teacher led lesson on persuasive language looking at advertisement posters. Discuss and identify elements of the posters by identifying key vocabulary. Learners will then plan and use their notes to create an advertisement poster for the moon landing. Children must ensure they identify and apply suitable vocabulary for their audience. Posters must be written in the future tense and be of their time.

Lesson Three/Four

Whole class identify and discuss the key features of a newspaper article. Next learners examine a variety of local and national newspapers to identify similarities and differences. In terms of their own article pupils will share ideas for headlines, quotes and captions in groups and feedback to the whole class. Using feedback from discussion, peer assessment and teacher assessment pupils use a template to plan then write their article. After teacher assessment, pupils edit their work and re-draft their articles in their chosen newspaper layout. Pupils will then present their articles to their peers.

List the range of evidence that was gathered:

Say: Provide verbal feedback to a peer based on the success criteria.

Write: Persuasive poster
A newspaper article.

Make: Notes under agreed subheadings.

Do: N/A

Did the learner successfully attain the outcomes? YES/NO

Briefly outline the feedback and next steps provided to the learners:

See pupil and teacher voice on annotated evidence.

Learner Evidence

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**

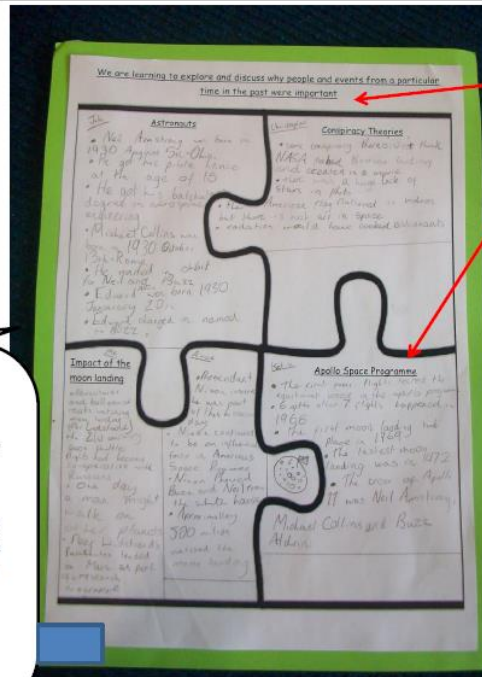
Context for Learning

At the beginning of the lesson pupils discussed what they had already learned about Space, focusing mainly on The Space Race. Pupils were introduced to the idea of jigsaw learning through a PowerPoint and class discussion. One person from each group was to learn about one of four aspects related to the Moon Landing (see Moon Landing information sheets) Each learner is the teacher for their group so it is their responsibility to make sure they read all of the information carefully and take notes at their station.

Teacher Voice

Pupil picked up idea of jigsaw learning very quickly and was motivated to learn. The learner was able to make links to previous learning relating to the Space Race. Pupil was a confident reader and applied her literacy skills by organising her notes using bullet points. She took her 'teacher' responsibility very seriously and read out her notes clearly and at a good pace. At the end, she also asked her group if they needed any information repeated or if they had any questions.

Early/First/Second Level		Lesson number 1	
Evidence of learning			
SAY	MAKE	WRITE	DO



Success criteria

- ✓ Explore and record information on the moon landing.
- ✓ Use my own words and technical vocabulary.
- ✓ Explain information to others.
- ✓ Apply learning to respond to a variety of questions.

Pupil Voice

See *HOTs Exit Pass* for evidence of pupil voice. (self-assessment)

Experiences and Outcomes As I listen or watch, I can make notes, organise these under suitable headings and use these to understand ideas and information and create new texts, using my own words as appropriate. **LIT 2-05a**

I can persuade, argue, explore issues or express an opinion using relevant supporting detail and / or evidence. **LIT 2-29a**

Context for Learning

At the beginning of the lesson pupils discussed previous lesson on Moon Landing, focusing on the excitement and impact worldwide. This lesson focused on persuasive language building on learning from our P7 Provost Debate. We began by looking at advertisements from television, newspapers and billboards. Pupils discussed and identified elements of the adverts by identifying key vocabulary. Learners then planned and used their advertisement notes along with their jigsaw notes to create an advertisement poster for the moon landing.

Teacher Voice

The learner demonstrated her understanding of persuasive language when discussing the features of adverts. She was clearly able to identify the marketing strategies used by these large companies. The learner used her notes from the jigsaw lesson to create her poster. Her poster is organised in an appropriate way for its purpose. She was used appropriate vocabulary for her target audience.

Early/First/Second Level		Lesson number 2	
Evidence of learning			
SAY	MAKE	WRITE	DO



Pupil Voice Dialogue

Meerkat magazine advert

"I think the designer used the meerkat character to capture reader and it also mentions the word savings. This is good to help people realise they can get cheaper car insurance."

"In the Asda advert the first thing I noticed was the background music, it is so jazzy so makes you want to keep watching. They also had HUGE persuasive words popping up almost every second such as EVERYTHING and CHRISTMAS. The advert had parts of Christmas that everyone can relate to such as the school nativity and grandparents falling asleep on the sofa."

Success criteria

- ✓ Discuss and identify elements of advertisements.
- ✓ Plan and use your notes to create your poster.
- ✓ Organise information in an appropriate way for my purpose.
- ✓ Identify and apply suitable vocabulary for my audience.

Experiences and Outcomes As I listen or watch, I can make notes, organise these under suitable headings and use these to understand ideas and information and create new texts, using my own words as appropriate. **LIT 2-05a**
 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**

<p>Context for Learning</p> <p>Whole class identify and discuss the key features of a newspaper article. Next learners examine a variety of local and national newspapers to identify similarities and differences. In terms of their own article pupils will share ideas for headlines, quotes and captions in groups and feedback to the whole class. Using feedback from discussion, peer assessment and teacher assessment pupils use a template to plan then write their article</p>	<p>Early/First/Second Level Lesson number 3</p>			
	<p>Evidence of learning</p> <table border="1"> <tr> <td>SAY</td> <td>MAKE</td> <td>WRITE</td> <td>DO</td> </tr> </table>	SAY	MAKE	WRITE
SAY	MAKE	WRITE	DO	
<p>Teacher Voice Pupil was able to discuss the main features of a newspaper with confidence and could identify the differences between newspapers and the persuasive poster they had previously created. Learner chose to write from a Soviet point of view and identified that she had to use information from her <i>Conspiracy Theories</i> notes from the jigsaw lesson. Pupil applied elements of newspaper articles very well, particularly by starting each new paragraph a large, bold letter. She also used a lead paragraph to begin the article, in this paragraph she included important historical facts.</p>		<p>Success criteria</p> <ul style="list-style-type: none"> ✓ Discuss and identify elements of a newspaper article. ✓ Plan and use your notes to create your newspaper article. ✓ Identify and apply suitable vocabulary for my audience. ✓ Organise information in an appropriate way for my purpose. 		
<p>Pupil Voice</p> <p>"I was able to use everything I have learned throughout out study of the moon landing to help write my newspaper article. It definitely helped to look at real newspapers from the time of the moon landing and newspaper today. This especially helped with the layout and identifying vocabulary that would need to be used. I feel like I have achieved the success criteria as my final newspaper is of a high standard and displayed on the wall in our classroom."</p>				