

**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	N
Practitioner Code	N23
Curriculum Area(s)	Literacy/HWB
Level	Second
Stage(s)	P7
Specific subject (if applicable)	

**Experiences and Outcomes:**

Throughout the writing process, I can check that my writing makes sense and meets its purpose. LIT 2-23a

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

Opportunities to carry out different activities and roles in a variety of settings have enabled me to identify my achievements, skills and areas for development. This will help me to prepare for the next stage in my life and learning. HWB 2-19a

**Learning Intentions:**

To make notes on a given subject

To use my notes to create an autobiography

To check my writing makes sense and meets its purpose

**Success Criteria:**

I can make notes under suitable headings

I can structure my notes so they are easy to use

I can use my notes to create a piece of writing

I can use connectives to join ideas

I can write in the first person

I can list my skills and qualities and support them with examples

I can check my writing makes sense and meets its purpose

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

**Lesson 1**

The pupil was told that they had to write an extract for their e-portfolio which indicated their skills, qualities and general attitude towards school life. During the first lesson, with teacher guidance, the pupil worked in a small group and with their peers they agreed upon suitable aspects of their school life they felt they should mention in this piece of writing. Through further class discussion these aspects were split up into different headings which the pupil noted in their jotter (see attached sheet number 1). Throughout the lesson the pupils volunteered different examples that could go under each heading and a teacher example for each was also provided. The examples were noted on the whiteboard and the pupil took down their own notes ensuring they only wrote down what was relevant to them.

**Lesson 2**

The pupil was told that they were going to write a short, structured autobiography for their e-portfolio. Through previous comprehension lessons the pupil had examined autobiographies of several famous people in history and so had a sound understanding of what an autobiography was and that it should be written in the first person.

The pupil used their notes to create their own piece of writing. They used the examples they felt were most relevant and put them into structured sentences. Throughout the writing process the class were stopped and encouraged to read their writing out to a small group. They used this opportunity to peer assess one another's work and ensure that the writing was suitable for its purpose.

On completion of their writing the children self-assessed their work to ensure they had met the success criteria. They highlighted all the connectives that they used and then colour coded their self-assessment grid to indicate if they had met the success criteria. This process was then repeated by a peer.

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**

- Class discussion about what would be suitable for this piece of writing
- Discussion with group to decide upon relevant headings for their notes
- Share their ideas with other pupils in the class
- Stopping to read their writing aloud throughout the writing process
- Peer-assessment of writing gave pupil another opportunity to discuss the task

**WRITE**

- Children record their notes under their chosen headings throughout the first lesson
- Pupil wrote their individual piece of writing for their e-portfolio

**DO**

- Next step is for the pupil to type their piece of writing and insert it into their e-portfolio during an ICT lesson

## Practitioner Moderation Template

## Learner Evidence

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

- The pupil was given opportunities throughout the lesson to read their piece of writing aloud to their peers and gain feedback from others.
- Continued praise and encouragement was given throughout both writing lessons to the pupil.
- After the second lesson was completed the pupil colour coded a self and peer assessment grid in order to indicate how well they felt they had completed the task (all ticks were green for this pupil).
- Two stars and a wish indicating the next step for the pupil were written at the bottom of the piece of writing.
- All written and oral feedback from teacher and peers referred back to the success criteria for the lessons

Pupil Voice:

What have you learned?

*"I have learned how to write neat notes and use them to write my own story. I enjoyed discussing my talents with the class too and hearing what other people thought I was good at."*

How did you learn?

*"It was good when we got to discuss our writing with our group or partner because it reminded me what I was supposed to do and we can help each other. I liked to hear what my friends were going to put in their autobiography and see if I wanted to say that too."*

What skills have you developed?

*"I think my notes were laid out neatly and I am getting much better at taking notes this year. I like having notes because it reminds me what I want to write. I used lots of connectives in my story too."*

Did the learner successfully attain the outcomes? YES

## Learner Evidence

My Autobiography

4<sup>th</sup> November

①

Learning Intention:		
I can write a short autobiography.		
Success Criteria:	Self-Assessment	Peer-Assessment
I can write in the first person.	✓	✓
I can list my skills and qualities and support them with examples.	✓	✓
I can use connectives to join my ideas.	✓	✓

Opening Sentences — You have split your notes into different sections, well done!

- intelligent individual
- I work hard with a positive approach.
- organised
- bright personality

I enjoy / I am good at

- I enjoy Literacy because I love reading novels and imagining the story
- PE
- DLM Thistle
- Art
- Football
- Eco rep

Organisation skills

Bullet points make your notes clear and easy to read!

- complete tasks
- participate
- listen carefully

Learning Style

partner, individual, small groups  
other people ideas help and mine

Homework

prefer Literacy homework (research presentation) (Spelling) Always had in homework on time (good quality) Attitude & Goals rather do it in jotter

In order to succeed I know that I must continue to try my best to ensure I do well when I go into high school. Remember to keep your notes simple

You have written in the first person.

I am an intelligent individual with a bright personality. I work hard with a positive approach to work. I am very organised. I enjoy Literacy because I love reading as I get really into the story. I really enjoy PE as I am competitive and love football. I play football for OLM Thistle FC. I enjoy art as it is a fun way to express my creativity. I enjoy responsibility and therefore I am the Eco rep for my class. I complete tasks and listen carefully. I always try to participate. I work best as an individual. I am fine with being in a group or with a partner. I find it helps when we discuss our ideas before we start. It helps me to come up with more ideas. I always make sure my homework is of a high standard that my teacher is impressed. I prefer Literacy homework in spelling as I involve art. I always had in my homework on time and never leave it until the last minute. I know that in order to do well + know

You have highlighted all your connectives! (:)

\* You have provided lots of examples of your...

• that I must continue to try my best!

★ An excellent autobiography for your e-portfolio!  
You have listed all your skills and qualities  
and provided lots of examples.

★ You have highlighted all the connectives  
you used to join your sentences and ideas!

! The next step will be to type this up  
in ICT for your e-portfolio!

Well done Philippa! 😊