

**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	<b>O</b>
Practitioner Code	<b>O21</b>
Curriculum Area(s)	<b>Science</b>
Level	<b>First</b>
Stage(s)	<b>Primary 4</b>
Specific subject (if applicable)	<b>Human Body</b>

**Experiences and Outcomes:**

When listening and talking with others for different purposes, I can exchange information, experiences, explanations, ideas and opinions, and clarify points by asking questions or by asking others to say more. **LIT 1-09a**

By researching, I can describe the position and function of the skeleton and major organs of the human body and discuss what I need to do to keep them healthy. **SCN 1-12a**

**Learning Intentions:**

- I am learning to exchange information, give clear explanations and clarify points.
- I am learning to describe the position of the major organs in the human body.

**Success Criteria:**

- I can explain the position of each major organ to a classmate to allow them to label a diagram correctly.
- I can use words to describe the size, shape and position of the major organs.
- I can answer my partner's questions to clarify what I mean.

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

The class had been studying the effects of exercise on the human body during PE lessons and conducted experiments to investigate the pulse and heart rate before and after exercise. The class had also been discussing how to keep their bodies safe and healthy during HWB lessons. This led onto a science topic to investigate the human body in more detail, looking in particular at the position and function of the skeleton and organs.

On this occasion, children worked in pairs to investigate the location of the major organs in the human body. One member of the pair had to look at a diagram of the human body on the computer screen and then return to their table and explain the position of the organ to their partner. The partner had to listen to the explanation and follow their instructions to draw that organ on a blank diagram of the human body. This continued until the pair had completed a diagram of the human body.

**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: Transcript of conversation between two children (explaining the location of each organ and asking/answering questions)

DO: Diagram produced by the two children

**Did the learner successfully attain the outcomes? YES/NO**

Yes, the learner successfully met all of the success criteria.

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

Written feedback given (2 stars and a wish):



You successfully explained the position of each organ to allow your partner to accurately draw and label a diagram of the human body.



You confidently used words to describe the size and position of each organ, such as bigger, lower, diagonally, to the right, lumpy, skinny and oval.



You answered your partner's questions effectively most of the time, but next time you should listen more carefully to your partner's questions to make sure you are answering exactly what they are asking each time.

**Pupil Voice:**

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

"I can confidently use words to describe to my partner where each organ is and what size and shape it is. I have learned to communicate well with my partner and we can ask and answer questions to help each other. I now know the position of each of the organs in the human body and in the end our drawing looked just like the diagram on the computer screen so we know we were successful."

# Learner Evidence

**Context for Learning**

The class had been studying the effects of exercise on the human body during PE lessons and conducted experiments to investigate the pulse and heart rate before and after exercise. The class had also been discussing how to keep their bodies safe and healthy during HWE lessons.

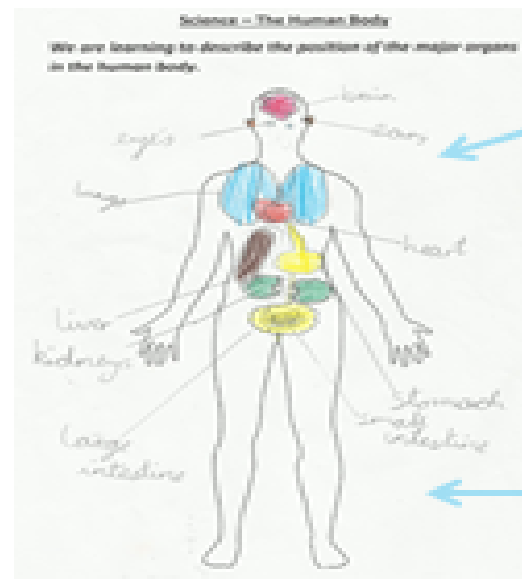
On this occasion, children worked in pairs to investigate the location of the major organs in the human body. One member of the pair had to look at a diagram of the human body on the computer screen and then return to their table and explain the position of the organ to their partner. The partner had to listen to the explanation and follow their instructions to draw that organ on a blank diagram of the human body. This continued until the pair had completed a diagram of the human body.

**Learning Intentions**

- We are learning to exchange information, give clear explanations and clarify points.
- We are learning to describe the position of the major organs in the human body.

<b>First level</b>
Talking and Listening
Science

Evidence of learning			
Say	Write	Make	Do



I can explain the position of each major organ to a classmate to allow them to label a diagram correctly.

**Teacher Voice**

The pupil successfully explained the position of each organ to allow her partner to accurately draw and label a diagram of the human body. The pupil confidently used words to describe its size and position (bigger, lower, diagonally, to the right, longer, skinny, oval, etc.) The pupil was also able to answer her partner's questions effectively most of the time to help him to understand the position of the organ.

**Next Steps**

The learner should focus on listening more carefully to her partner's questions to ensure she is answering exactly what is being asked each time.

**Success Criteria**

- I can explain the position of each major organ to a classmate to allow them to label a diagram correctly.
- I can use words to describe the size, shape and position of the major organs.
- I can answer my partner's questions to clarify what I mean.

**Experiences and Outcomes**

When listening and talking with others for different purposes, I can exchange information, experiences, explanations, ideas and opinions, and clarify points by asking questions or by asking others to say more. LIT 1-09a

**Learner Voice**

By researching, I can describe the position and function of the skeleton and major organs of the human body and discuss what I need to do to keep them healthy. SCN 1-12a

**Teacher Voice**

"I can confidently use words to describe to my partner where each organ is and what size and shape it is. I have learned to communicate well with my partner and we can ask and answer questions to help each other. I now know the position of each of the organs in the human body and in the end our drawing looked just like the diagram on the computer screen so we were successful."

**Transcript of Conversation between Two Students**

Student 1: It is at the top of your head and it's quite lumpy. And it's about the size of...  
Student 2: The brain?  
Student 1: Yeah about that size. Not too, not that far up. A bit lower down, but not too low. Right just leave it like that. It's actually good. Em yeah it's about that big. Maybe a bit bigger on the left hand side. About that big.

(Goes to computer to look at diagram of organs)

Student 1: There are two in the head. They're a bit pointy out. They're at the edge of the... No, a bit lower down. Yeah there. They're a bit, they're smaller. They're smaller. Yes, about that big on both sides.  
Student 2: What organ are they?

(Comes back from looking at the diagram)

Student 1: They're a bit lower than your shoulders. Well it is. Yes, around there. And it is about the size of that man's wrist. It's bigger on the left hand side.  
Student 2: OK.

(Describes next organ)

Student 1: Ok, so it is a bit lower down from your heart but it's more to that side. Yes, and it's a bit, it's skinnier than all the rest. And it's a bit longer. Yes, yes, about there.  
Student 2: Like that?  
Student 1: Eh no. That's a bit too skinny. It's more diagonally towards the heart. Yes, like that. Yeah.

*I can use words to describe the size, shape and position of the major organs.*

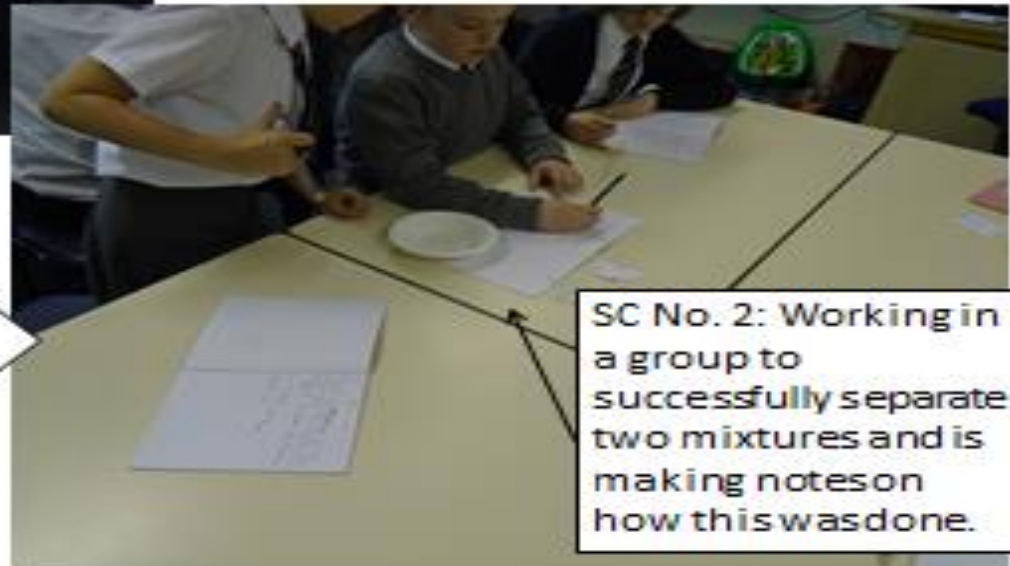
*I can answer my partner's questions to clarify what I mean.*

Practitioner Moderation Template

Learner Evidence



SC No. 1: Learner participating in activity to identify what a mixture is.



SC No. 2: Working in a group to successfully separate two mixtures and is making notes on how this was done.

Pupil Voice:  
"I really enjoyed separating the mixtures and mixing them up again."

[Practitioner Moderation Template](#)

[Learner Evidence](#)

