

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

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 HWB 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.

First level
Talking and Listening
Science

Evidence of learning			
Say	Write	Make	Do

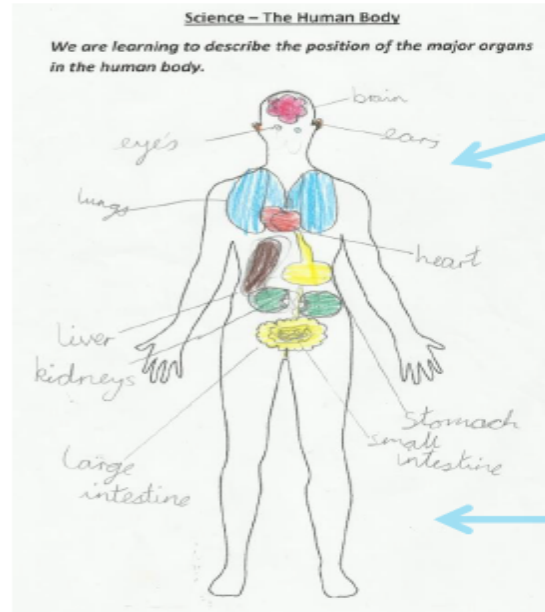
Experiences and Outcomes

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

Learner 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."



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, lumpy, 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.

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.

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.

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.

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.

(Describes next organ)

Student 1: Right. Yeah it is about there. But not, no wait, it's more to the left of the heart than the right. Yes, around there, yes.

Student 2: What organ is it?

Student 1: The liver.

(Describes next organ)

Student 1: It's just below the kidney. It's touching but it's more to the right.

Student 2: I've not done the kidney yet.

Student 1: The liver. Sorry, the liver. And it's on the right bottom corner and it's about the size of the right hand side of the heart. No, no it's touching the liver. No but it's lower, lower. Lower than that. Bit lower. Yeah it's down there. Yeah, it's more oval shape. Like a circle.

Student 2: Which way?

Student 1: Towards me. Towards me.

Student 2: Here?

Student 1: Yeah. Sorry there's another one on the other side and it's more, em and also there's a little gap in the middle.

Student 2: Of these two?

Student 1: These are the kidneys. They've got a little dent in the middle. No, no, no, into the middle of them both.

Student 2: Oh ok.

Student 1: They've got a little dent in them.

Student 2: So like that?

Student 1: No, no. In the middle. So, you see how there's that, no, no, no.

Student 2: Sorry I don't understand.

Student 1: It's ok. So it goes like in a bit in the middle. In a bit. Yes! And you do that for the other one as well. In a bit. Yes!

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

(Describes next organ)

Student 1: OK, they are below your brain and they're about in line with your ears and there's two of them and they're circular. They're very small. They're eyes. Yes.

(Describes next organ)

Student 1: They're next to your heart on either side and they come up from your neck. Yes, around there, yes. On both sides of your heart. That's the lungs. They join in the middle.

Student 2: OK.

Student 1: Yes more like that, yes.

(Describes next organ)

Student 1: It's above your kidney and next to your liver. It's the stomach. It's a circular shape but it has a bit, a line that joins on to the heart. So it's circular and it has a bit that joins. Yeah.

(Describes next organ)

Student 1: There's another line from the stomach down to around underneath the kidneys.

Student 2: So...

Student 1: So stop there. Stop there. And then that joins on your...

Student 2: Bladder?

Student 1: Large intestine... which is a bumpy shape around the outside. So yes, around, yes. Come down, to the other side. Round again. And then inside that there's a smaller intestine which is more wigglier. Inside all of that, yes. And that covers up all inside there. Inside. That covers up all inside that wiggly line that you've done now.

Student 2: Another one?

Student 1: Yeah in there.

Student 2: There's a third one?

Student 1: No this is all the small intestine. And then there's just a line from the large intestine down to the gap of... So the bit... No, no, no. You see where the two legs meet? There's a line there. There! That's it!

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