

**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	O6
Curriculum Area(s)	Social studies/Literacy
Level	Early
Stage(s)	P1
Specific subject (if applicable)	

**Experiences and Outcomes:**

By exploring my local community, I have discovered the different roles people play and how they can help/ SOC 0-16a

Within real and imaginary situations, I share experiences and feelings, ideas and information in a way that communicates my message. LIT 0-09a

**Learning Intentions:**

- To explore the role that people play in my community.
- To identify the ways people in our community can help us.
- To share information in a way that clearly communicates my message.

**Success Criteria:**

- I can state the role of a paramedic
- I can ask an appropriate question to a paramedic about his job
- I can record information about what I have learned
- I can share information with others.

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

- Children have been learning about the different roles of the emergency services.
- As part of this work the children have been interviewing fire fighters, the police and paramedics.
- The focus of this assessment is the learning experiences linked to the paramedic visit.

Lesson 1

**(Relevance and Breadth)**

Through the use of a non-fiction book, the children were introduced to the role of a paramedic. This led to discussion of personal experiences and sharing their knowledge with their peers. The children devised questions that they would like to ask the paramedic about his job to further their own understanding.

Lesson 2

**(Progression, Challenge and Enjoyment.)**

Paramedic visited the children. He explained his job and showed the children the equipment he used. The children were given the opportunity to ask him questions to further their own understanding.

Lesson 3

**(Depth, Personalisation and Choice)**

The children were given the opportunity to record the information that they have learned. The children were then invited to share their information with the class. Peer feedback was given and the children took their work home to share with parents.

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

Formative assessment - recorded through pupil and teacher dialogue.

Write

Recorded information on what they have learned. Pupils have choice in how they present their work.

Did the learner successfully attain the outcomes? YES

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

**Feedback -**

Informal oral feedback was given to the child during each activity.

Written feedback was recorded on the child's work produced in lesson 2.

Peer feedback was given at the end of lesson 3 (Teacher recorded comments made).

**Next steps -**

Children will now be encouraged to develop their questioning skills in other curricular areas.

Children will now be encouraged to explore different ways of recording and sharing information learned.

**Pupil Voice:**

Throughout the lessons, child G was able to explain what she had been learning and how well she had been learning also. She clearly explained this at every stage and was able to comment on the skills that she had developed at the end.

She told her peers and myself that she feels confident when telling us what the job of a paramedic is. She also said that she had learned to 'speak clearly instead of looking at her work and being quiet.'

# Learner Evidence

## Moderation Evidence

### Lesson 1

After being introduced to the role of the paramedic through the use of a non-fiction book called 'People Who Help Us' - Ambulance, the children were asked to work collaboratively to devise questions that they would like to ask the paramedic to further their own knowledge.



Child G wanted to ask the paramedic the following question.

"How do you help people that split their head open?"

This question arose because Child G's brother has split his head open (prior knowledge) and so she was curious as to how a paramedic would help.

### Lesson 2

Learning intention - I can ask an appropriate question to a paramedic about his job.

Paramedic visit

Child G - "How do you help people that split their head open?"

Paramedic - When someone splits their head open it is important that we get them to the hospital so a doctor can take a closer look at them. I would use some of the things in my first aid kit, like my bandages, to put over the cut until the ambulance got them to hospital.

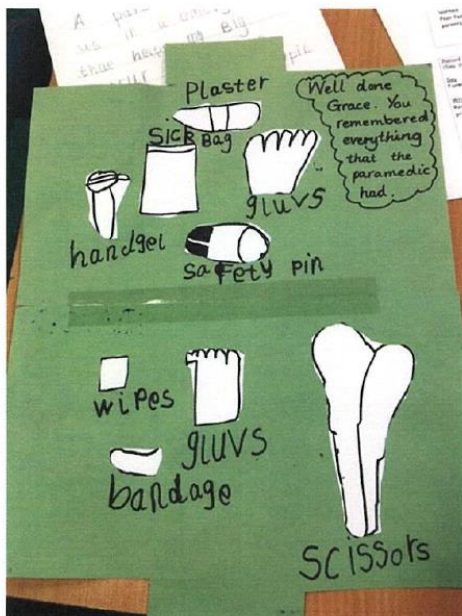
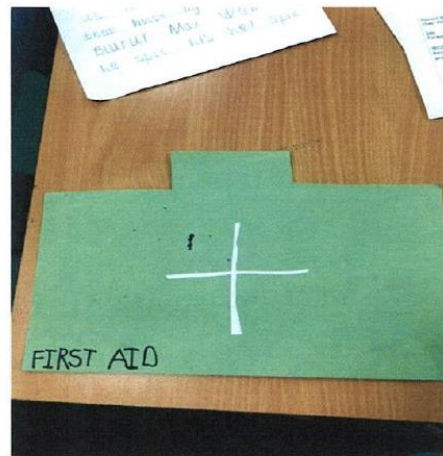
The paramedic then showed the children the contents of his basic first aid kit and demonstrated on another child how he would wrap a split head.





Lesson 3  
Child G recorded the information learned in the form of a labelled diagram and a drawing/piece of writing.  
Learning intention - I can record information about what I have learned.

Child G chose to make a First Aid box to display the equipment that a paramedic needs.



Child G was able to draw and label all the items that a paramedic might use when working.

Scissors, gloves, wipes, sick bag, bandage, sick bag, hand gel, plasters and safety pins

Teacher voice - Written comment and feedback as noted on both piece of work.

Learning intention - I can state the role of a paramedic.

Teacher voice - How does a paramedic help us?

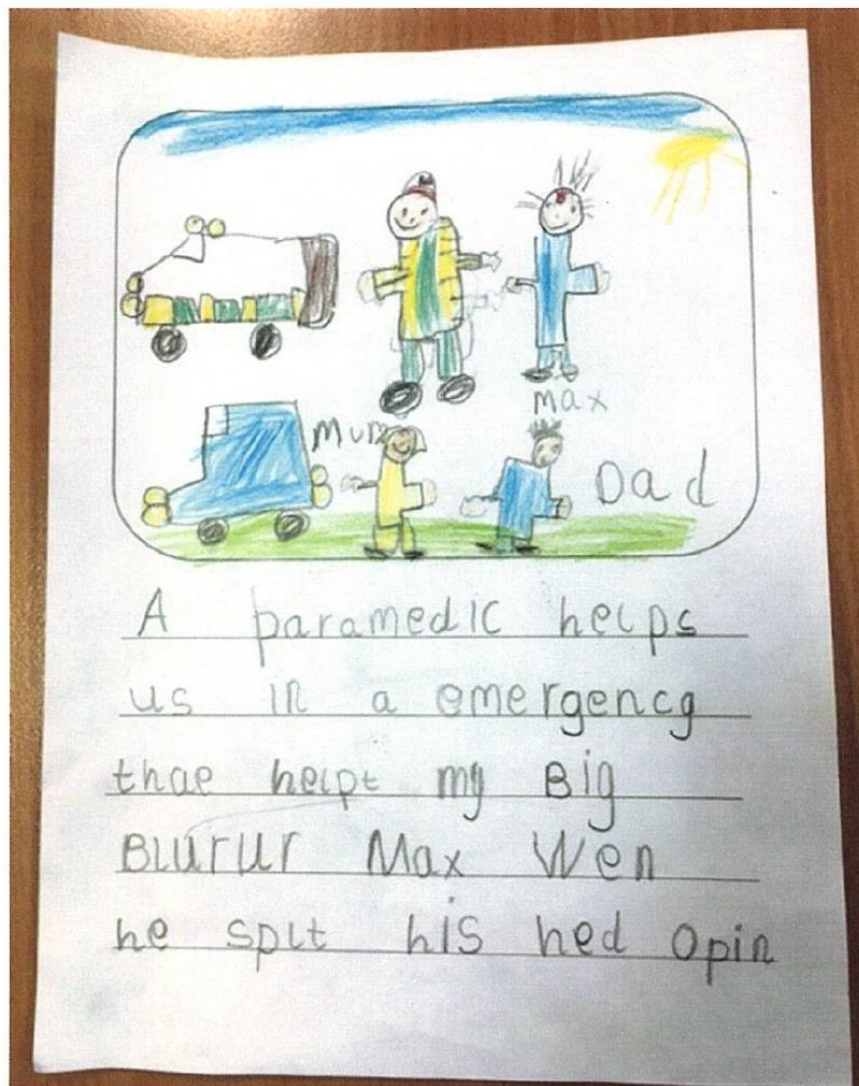
Child G - A paramedic helps us in an emergency. They helped my big brother Max when he split his head open.

Child G asked if she could draw a picture of her mummy with the paramedic.

See photograph for evidence of child's work.

Child G was given oral feedback from the teacher.

"Excellent work. You told the class one of the important jobs a paramedic has."



Lesson 3 - Learning Intention

- I can share information in a way that clearly communicates my message.

During a class feedback session, Child G was able to share information about what she had learned in a clear and confident manner.

The children were then asked if they would like to comment on Child G's presentation.

Child F said, 'You put all the things in the first aid box. Brill.'

Child E said, 'Your brother looks happy that a paramedic came to help him in an emergency.'

