

**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	N7
Curriculum Area(s)	Literacy/Social Studies
Level	First Level
Stage(s)	P2
Specific subject (if applicable)	The Rainforest

Experiences and Outcomes:

By exploring climate zones around the world, I can compare and describe how climate affects living things. SOC 1-12b

I can present my writing in a way that will make it legible and attractive for my reader, combining words, images and other features. LIT 1-24

Learning Intentions:

- to **compare** animals from different climate zones
- to create a **legible, attractive** information poster

Success Criteria

- I can find at least two facts about each animal (from my research notes)
- I can organise my writing **attractively** and concisely (teacher explanation of wording)
- I can draw and label my pictures (**images**)

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

Pupils have been learning about the Rainforest as part of their Social Studies topic. After a visit to Amazonia they were very keen to learn more about the Rainforest animals. Primarily, the children chose one rainforest animal to research and one animal from the same species but a different climate e.g. the arctic. To compare these animals, the children created an information poster and then shared what they learned with their peers.

Personalisation and Choice

Pupils chose which animals to write about and research. This came from discussions after a class trip. Pupils were given various rectangles of cardboard to draw round in order to create an attractive poster independently using own ideas for layout.

Breadth and Depth

Pupils began by learning about some Rainforest animals in Social Studies prior to visiting Amazonia. Pupils then chose which animal to research in more depth and used this information for poster.

Challenge and Enjoyment

Pupils worked with varying levels of support in creating this poster. To challenge pupils, layout was not prescribed, so pupils designed their own layout.

Relevance

Pupils engaged in topic through recent visit to Amazonia and the variety of lessons leading up to the trip.

Coherence

Lesson followed appropriately from prior learning (i.e. seeing animals at Amazonia).

Progression/Application

Pupils applied findings from research to create information posters.

Record the range of assessment evidence that was gathered to meet the success criteria (Say, Write, Make, and Do) considering breadth, challenge and application.

Write – Research facts recorded.

Make – Information poster.

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

“Well done! You **compared** a leopard and a snow leopard – animals from different climates to create a lovely **attractive** poster.

Next time, check that all your labels can be read **clearly**.”

Next Steps: Use more poster features, such as bullet points.

What have you learned? How did you learn? What skills have you developed?**Pupil Voice:**

“I learned a lot about the different animals I **researched**. I worked hard to make my poster **nice**. I think my colouring in was a wee bit rushed. The teacher showed me how to label my pictures. Next time I can do this myself.”

Did the learner successfully attain the outcomes? YES/NO

Practitioner Moderation Template

Learner Evidence

Learner Evidence

Experiences and Outcomes:

By exploring climate zones around the world, I can compare and describe how climate affects living things.

SOC 1-12b

I can present my writing in a way that will make it legible and attractive for my reader, combining words, images and other features.

LIT 1-24a

Level: First Level

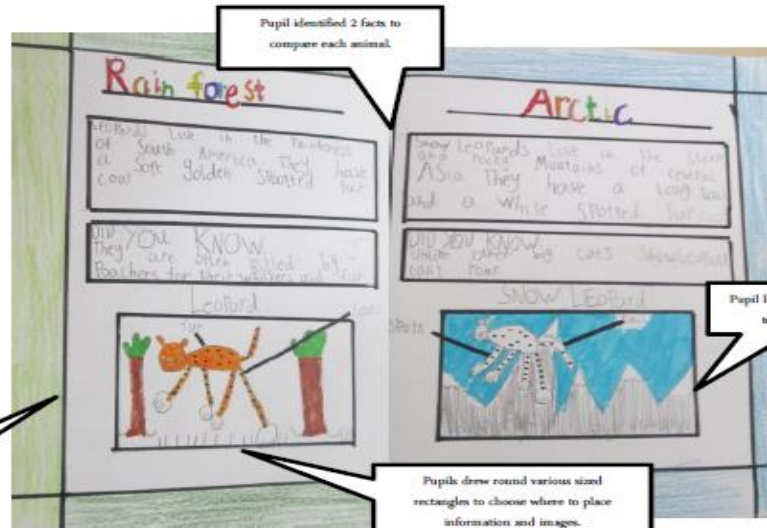
Stage: Primary 2

Evidence of Learning:

Make: Poster Write: Facts

Context for Learning

Pupils have been learning about the Rainforest as part of their Social Studies topic. After a visit to Amazonia they were very keen to learn more about the Rainforest animals. Primarily, the children chose one rainforest animal to research and one animal from the same species but a different climate e.g. the arctic. To compare these animals, the children created an information poster and then shared what they learned with their peers.



Teacher Voice

"Well done! You compared a leopard and a snow leopard – animals from different climates to create a lovely attractive poster.
Next time, check that all your labels can be read clearly."
Next Steps: use more poster features, such as bullet points.

Pupil Voice

"I learned a lot about the animals I researched. I worked hard to make my poster nice. The teacher showed me how to label my pictures. Next time I can do this myself."

Learning Intentions:

to compare animals from different climate zones.
to create a legible, attractive information poster.

Success Criteria:

Find at least two facts about each animal	●	●
Organise my writing attractively and concisely (teacher explanation of wording)	●	●
Draw and label my pictures	●	●

Me	Teacher
●	●
●	●
●	●

