

**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	3
Practitioner Code	R3
Curriculum Area(s)	Language/Social Studies
Level	First
Stage(s)	Primary 3
Specific subject (if applicable)	Writing/History

Experiences and Outcomes:

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)

I am learning to use my notes and other types of writing to help me understand information and ideas, explore problems, generate and develop ideas or create new text. (LIT 1-25a)

Having selected a significant individual from the past, I can contribute to a discussion on the influence of their actions, then and since. (SOC 1-06a)

Learning Intentions:

- To take notes about a significant individual from the past
- To use notes to create a factual piece of writing
- To present writing in a legible and attractive way
- To contribute to a discussion about a significant individual

Success Criteria:

- I can take and organise notes about a Roman Emperor from books and the Internet
- I can create a fact file using notes I have taken
- I can write neatly and make my work eye-catching
- I can talk about a Roman Emperors influence

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

Background – Prior to the following lessons, pupils had discussed the features of a fact file and created fact files for famous entrepreneurs, animals in Scotland and Roald Dahl. They were learning about the Romans as part of their social studies topic.

Lesson 1 – The teacher discussed with pupils how to take notes using a video clip and flipchart. Pupil S commented, “When you take notes you don’t copy down every single thing. You only write the important bits and it doesn’t matter about your handwriting.”

Before researching their chosen Emperor, the teacher informed the pupils about the

importance of creating research questions to help you search for information. Pupils received time to write questions that they wanted to find out about their Emperor.

Pupils then were given access to a variety of websites and books about the Romans. They were given time to research information and make notes in their jotter during ICT time which they were told they would use to create a fact file (**Evidence A**). Many pupils including Pupil S wanted to find out more information at home which they also brought in to assist them with their fact file. (**Evidence B**)

Lesson 2 – Recap of previous lesson discussing note taking and how to use notes to create our fact file. Children could identify the difference between note taking and a more formal piece of writing noting that presentation was very important when writing a formal piece.

Teacher discussed previous learning of fact files with pupils. Children then created eye-catching fact files about their chosen Roman Emperor (**Evidence C**) using notes from their jotter taken from the internet and books and also from further research carried out at home. Pupils understood the importance of writing neatly and clearly and also that they should make their fact file look appealing to a reader. A selection of books about Ancient Rome was available to pupils when creating their fact files for further information if needed.

The activity was differentiated through level of support given and final assessment of work. The majority of pupils were given blank piece of paper to set out fact file in their own way. One group were given a Julius Caesar template worksheet to complete four facts onto.

Lesson 3 – Children shared their fact file during a circle time discussion. Each child had the opportunity to show their fact file and tell their peers some important pieces of information about the Roman Emperor they researched.

Once a child had spoken the rest of the class engaged in questioning the pupil about their Emperor or highlighted a difference or similarity between different Emperors. Pupils asked questions to each other including:

“Did your Roman Emperor influence anything we use today?”

“Did your Emperor cause any big changes in the Roman Empire?”

“What was the favourite fact/most interesting fact you learnt?”

Children then had the opportunity to peer assess each other’s work using the success criteria. Working in pairs each child verbally told their partner what they liked about their fact file, and each pupil thought of one thing that could be improved next time.

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

Lesson 1 – Write – notes containing information about a Roman Emperor (**Evidence A**)
Do – Use internet search engine and books to find information about a Roman Emperor

Lesson 2 – Write/Make – Make a fact file about a Roman emperor which includes words and pictures in an attractive and eye catching way (**Evidence C**)
Do – Use notes to create fact file (**Evidence C**)

Lesson 3 – Say – Talk about influence of chosen Roman emperor to the class. Answer questions from classmates and teacher.
Say – Ask questions about other pupils work and peer assessment.

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

Lesson 1: During the lesson the pupil was encouraged to take short notes. The teacher gave oral feedback to Pupil S on how she had created good research questions, which would help her search for information easily.

At the end of the lesson the class discussed task:

“Now that you have your information in notes do you think this will help you to create a fact file about Augustus? –T comment

Pupil S felt she had lots of good information but that she would like to find out more.

Another pupil asked if they could research more information at home which the teacher agreed could be done but this was optional as books would also be available during fact file writing lesson.

Lesson 2:

Written feedback as 2 stars and a wish written on back of Fact File (**Evidence C**)



- Excellent fact file, you have used words, colour and pictures to create an eye-catching fact file.
- Well done, you have used your notes to create a fact file with information about Augustus.
- Next time try to include all the information you researched in your fact file.

Lesson 3:

Pupil S informed the class about the emperor Augustus which she had chosen to research. She told pupils that he influenced our calendar as the month August is named after him and that the Roman Empire also grew whilst he was in power. Pupil S contributed to class discussion about Roman Emperors and their influence

Next Steps given during oral feedback from teacher and peer assessor:

Teacher – “Well Done Pupil S you know lots of information about the Emperor Augustus, you spoke clearly and made links to how Julius and Augustus both have months in the calendar after them as well as some of the Roman Gods like Juno.”

Peer Assessment by Pupil B about fact file: “It’s beautiful! I really love your picture and colouring and your writing is very neat. Maybe next time you could add in even more information.”

Pupil Voice:

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

Teacher discussed with class what they had learnt during these lessons and what skills they developed. Pupil S responded with the following statements during the discussion:

“I learnt how to write shorter when taking notes from the computer.”

“I found out what fact files were for and that they show information which you can find from the internet. I made my own fact file.”

“It helped me learn to look for information on the internet and let me show how neat my writing is.”

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

Plan - Reserch questions for
Roman Emperor 30.11.16

Name of Emperor: Augustus

When he was born: He was born
on the 23 of September.

When he ruled: Augustus ruled
from 27 BC until AD 14.

Was he good or bad: He was
good when he was young but
bad when old.

His Family:



How did he died:

Augustus

30th October

Augustus ruled from 27 BC until AD 14.

He was the first emperor of the Roman Empire

While he was emperor there was more peace and the Empire grew.

Most of the time he was good.

Also he had a daughter called Julia.

The month August was called after him.

Sofia



AUGUSTUS



Born: He was born on the 23 of September
Died: Augustus died in 14AD.

When he ruled:
Augustus ruled from 27BC until his death in AD 14.

Fun@Fact:
Also he had a daughter called Julia

Fun@Fact:
The month August was called after him.

Sofia

★ Excellent fact file, you have used words, colour and pictures to create an eye-catching fact file.

★ Well done, you have used your notes from your research to create a fact file with information about Augustus.

★ Next time try to include all the information you researched in your fact file