

**Practitioner Moderation Template      Learner Evidence**  
**East Renfrewshire Council: Education Department**  
**Practitioner Moderation Template**



School Code	S
Practitioner Code	S2
Curriculum Area(s)	Health and Wellbeing/ Literacy
Level	Early
Stage(s)	P1
Specific subject (if applicable)	

**Experiences and Outcomes:**

- I know that friendship, caring, sharing, fairness, equality and love are important in building positive relationships. As I develop and value relationships, I care and show respect for myself and others. (HWB 0-05a)
- I understand that people can feel alone and can be misunderstood and left out by others. I am learning how to give appropriate support. (HWB 0-08a)
- I enjoy exploring events and characters in stories and other texts, sharing my thoughts in different ways. (LIT 0-19a)

**Learning Intentions:**

- We are learning how to be a good friend.
- We are learning to relate to a character in a story. [teaching started with explaining this phrase to ensure children understood the word relate]

**Success Criteria:**

- I can identify the qualities of a good friend
- I can identify a time when I have been a good friend.
- I can identify why the Rainbow fish was feeling lonely.
- I can share ideas about how to make others in my class feel included.

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

**Lesson 1** – What makes a good friend?

- Go over the importance of friendship with the children, and make a list on the board of qualities that friends have or should have.
- Introduce Rainbow Fish, a story about a fish who was not a very good friend at first but then learned to be.
- Discuss the rainbow fish story and add any qualities to the list.
- Have the children go back to their seats and hand out a scale to each child.
- Tell the children to think of a quality that they would like a friend to have, or something they do for a friend. It could be a sentence or a word. Teacher to scribe for children and they write onto scale and decorate
- After they have finished with their scale, put the giant fish on the wall and children come put one at a time to add their scales to it.
- Children rate understanding using thumbs up/thumbs to the side.

## **Lesson 2** – Being a good friend.

- Revise story of the Rainbow Fish and qualities of a good friend.
- Circle Time – Ask the children to think about a time when they have been a good friend. Play game 'Pass the sparkly fin around' and share their stories with the class.
- Children complete line drawing showing a time when they have been a good friend. Teacher to scribe - I was a good friend when... (Have a go writing to challenge pupils if necessary).
- Share with class. Pictures displayed around Rainbow fish to remind children of ways they can be a good friend.

## **Lesson 3** – Feeling lonely

- Teacher re-reads Rainbow Fish story with children.
- While listening to the story the children are encouraged this time to find the part of the book where the Rainbow fish felt lonely and think about why he was lonely.
- Children help to sequence the story using picture cards and identify the part where he was feeling lonely.
- Think pair share task with shoulder partner – Why did the Rainbow fish feel lonely?
- Feedback to class using lollipops.
- Class discussion about feeling lonely – have you ever felt lonely? Was it a nice feeling? How did you stop feeling lonely?
- On fish templates teacher scribes a time we felt lonely and how we got over this.
- Teacher displays this around Rainbow fish as a visual reminder to pupils.
- If someone is feeling lonely what can we do to help them? What would a good friend do? Discuss with shoulder partner and feedback to class using random name generator.

## **Lesson 4** – Including our class

- Re-cap on story and discussion about feeling lonely (before lunch)
- Children challenged to go out at lunch-time and work on their ability to include their peers.
- After lunch time class discussion about ways they were able to include children in the playground.
- Re-cap on learning from the Rainbow fish and most important things they have learned about being 'a good friend'. Feedback to class.

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 – Several class discussions took place to ensure that children could demonstrate the success criteria. What are the qualities of a good friend? When have you been a good friend? When did the rainbow fish feel lonely? How can you help others feel included?
- Write – Child A was challenged to have a go at writing about a time when he was a good friend (rather than the teacher scribing his thoughts, he was given the opportunity to reflect on his own experiences and demonstrate his own understanding of when he has been a good friend).
- Make – The children created their own class Rainbow Fish display which they painted and then decorated with reminders of how to be a good friend. This will be visually displayed in the classroom for learners to refer to and reflect on how they treat their peers.
- Do – Children challenged to go out in the playground and demonstrate their ability to make sure that children in their class feel included.

Did the learner successfully attain the outcomes? YES/NO

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: Child A was challenged to develop his knowledge of the qualities of a good friend by relating this to the main character of a story. Child A was encouraged to remember the importance of sharing with his peers in the playground and classroom and to apply this to his everyday life. (At times Child A can be reluctant to share resources both in class and in the playground).
- Lesson 2: Child A was praised for successfully sharing a time when he was a good friend and encouraged to continue to be a good friend to his peers in the playground.
- Lesson 3/4: Child A was again praised for successfully demonstrating his ability to make sure his peers feel included and encouraged to continue to be more aware of his peers in the playground and his role in helping to include any children who might feel left out at times.
- Child A's main next step is to continue to transfer and apply his learning to the playground where at times he can have problems playing nicely with his peers.

Pupil Voice:

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

What have you learned?

- 'To be kind to people so they keep wanting to be my friend and play with me'

How did you learn?

- 'I got a challenge to go in the playground and look for someone with no one to play with. I asked him if he wanted to play with me and he said yes. I shared my football with him. I was a good friend'.
- 'I made a story about when I made Isaac laugh when he was crying'.

What skills have you developed? (Re-worded: What do you think you are better at doing in the playground now?)

- 'I am better at sharing with my friends because I shared my football'.
- 'I think I am better at being quite kind to boys in my class'.

# Learner Evidence

EARLY  
LEVEL  
HWB

EXPERIENCES AND OUTCOMES

I know that friendship, caring, sharing, fairness, equality and love are important in building positive relationships. As I develop and value relationships, I care and show respect for myself and others. (HWB 0-05a)

I understand that people can feel alone and can be misunderstood and left out by others. I am learning how to give appropriate support. (HWB 0-08a)

I enjoy exploring events and characters in stories and other texts, sharing my thoughts in different ways. (LIT 0-19a)

EVIDENCE OF LEARNING

say write make do

**CONTEXT FOR LEARNING**

Rainbow Fish - following on from a book children love to choose in the class library along with friendship incidents in the playground.

**Learning intention**

We are learning to be a good friend.

We are learning to relate to a character in a story.

**Success criteria**

- I can identify the qualities of a good friend.
- I can identify a time when I have been a good friend.
- I can identify why the Rainbow fish was feeling lonely.
- I can share ideas about how to make others in my class feel included.

**LEARNER VOICE**

'I think I can show I'm better at helping my friends'

'I am better at sharing with my friends because I shared my football.'

'I think I am better at being quite kind to boys in my class'.

**TEACHER VOICE**

The word 'relate' was taught to the class prior to these lessons as teacher thought it was the best way to describe the skill the children were learning. As there are behavioural issues in the playground, this set of lessons was to increase the Child A's awareness of how to be a good friend. The skills taught should now be transferred to the playground. Child A initially found it difficult to think of when he had been a good friend but after discussion could identify his own qualities.



'I took Olivia to get a plaster when she cut her knee.'

'Child A identified when he has helped someone.'

'Child A identified when he felt lonely and how he got help.'

'The rainbow fish is lonely because he was mean and no one will play with him'.



'Child A identified where and why the rainbow fish felt lonely.'



'Child A identified when he was a good friend. He wrote independently.'



**A good friend**

- is kind
- plays games with you
- helps when you fall
- looks out for you
- is gentle and doesn't hurt you
- funny and makes you laugh
- cheers you up if you're sad

Answers from pupil being assessed

- listens
- shares
- nice
- smiley
- happy

(After reading story)

'Child A identified qualities of a good friend.'

# Lesson 1

## A good friend



'It's not nice to hurt your friends.'

'Good friends are kind. Sometimes I'm kind.'

- is kind
- plays games with you
- helps when you fall
- looks out for you
- is gentle and doesn't hurt you
- funny and makes you laugh
- cheers you up if you're sad

(Before reading story)

After reading the story of the Rainbow fish, Child A was able to add to his list of qualities of a good friend and extend the reasons for his answers.

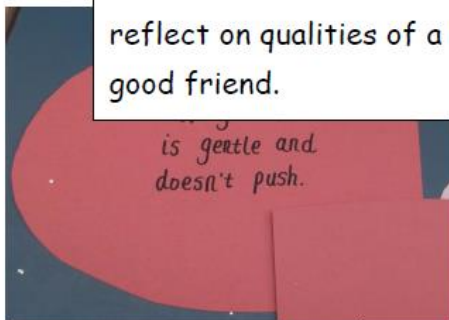
● = Answers from pupil being assessed

'It's not nice to hurt your friends.'

- listens
- shares
- nice
- smiley
- happy

(After reading story)

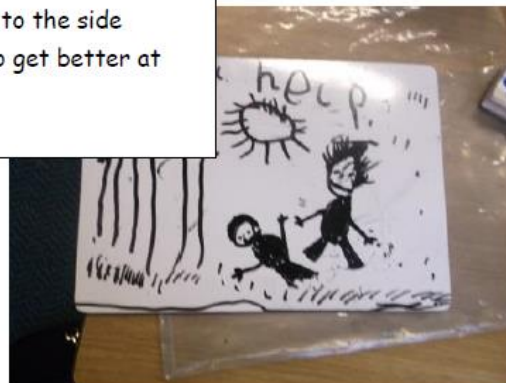
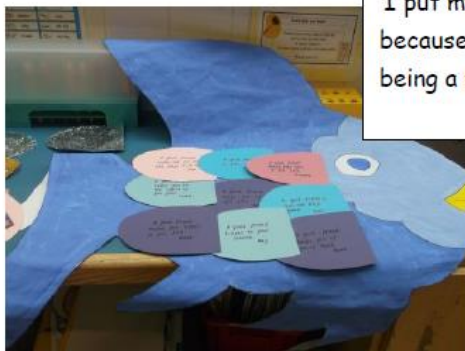
Child A created a fin for our class rainbow fish to reflect on qualities of a good friend.



'You have to share toys so people want to play with you. They might get sad if you don't share. But you can't share snacks in the playground.'

'This is being a good friend'  
(After lesson 1, child A drew this on his own during a wet play and brought it out to show class).

'I put my thumbs to the side because I want to get better at being a friend'.



## Practitioner Moderation Template

## Learner Evidence

### Lesson 2

'Child A identified when he has helped someone during circle time.

'I took Olivia to get a plaster when she cut her knee.



'Child A identified when he has helped someone. This was after he had heard a few other pupils answering out. Initially he couldn't think of a time he had been a good friend. Teacher modelled answer and asked a few other children before Child A to scaffold his thinking.



'My friend was sad and I made him laugh'.

## Lesson 3/4

After a reminder of the story, Child A was able to identify where and why the rainbow fish felt lonely.

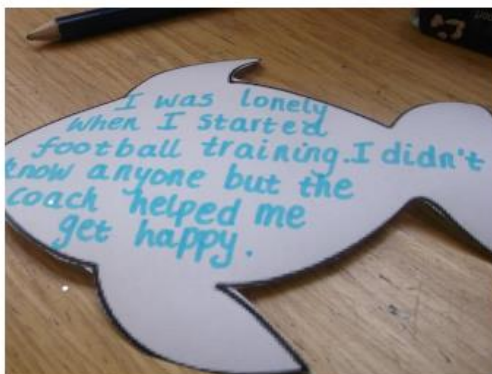


'The rainbow fish is lonely because he was mean and no one will play with him'.

'I would still be nice to rainbow fish so he would start to be nice back to me'.

Outside Child A was encouraged to work on including other children in his class because at time he could pick and choose who was allowed to play in his group. After lunch time Child A said...

'I found someone in the playground who was sitting on the friendship bench on his own. I asked him to play football with me. He said yes. I won though'.



'Child A identified when he felt lonely and how he got help.

'It's sad when you're lonely!'