

**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	
Practitioner Code	W3
Curriculum Area(s)	Literacy and English, Social Studies
Level	Second Level
Stage(s)	Primary 5
Specific subject (if applicable)	

**Experiences and Outcomes:**

By comparing the lifestyle and culture of citizens in another country with those of Scotland, I can discuss the similarities and differences. SOC 2-19a

I can use my notes and other types of writing to help me understand information and ideas, explore problems make decisions and develop ideas and create new text.

LIT 2-25a

**Learning Intentions:**

Lesson 1

I can use notes to help me understand information and ideas.

Lesson 2

I can compare the lifestyle and culture of people in another country with Scotland.

Lesson 3

I can discuss the similarities and differences between Scotland and another country.

**Success Criteria:**

Lesson 1 (created by children)

- I can create a mind map or bulleted list
- I can organise words and phrases clearly
- I can explain any new words or ideas
- I can include information about lifestyle and culture

Lesson 2

- I can use my notes to help me explain facts and ideas
- I can discuss how France and Scotland are the same
- I can explain how France and Scotland are different

Lesson 3

- I can discuss how the countries are the same and different
- I can use my notes to help me explain what I think
- I can make good eye contact
- I can use a clear and confident voice

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

Lesson 1

During their topic in Social Studies called Rock Band the children had made notes on France and Scotland using a variety of texts. The topic focussed on experiences and outcomes based on the geography, climate and culture of both countries. All children are part of a rock band and they were tasked with organising a Scottish tour which was so successful that the band went on to tour France as well.

The children were asked what was similar about both countries and what was different. They were able to explain clearly what was different but struggled with what was the same. They concluded that they needed to write notes down in a different way as having the information in two different notes made it difficult to easily pick out similarities and differences. The children were working on data handling in Maths & Numeracy at the time that these experiences and outcomes were tackled. They suggested that the best way to make notes which would easily show the similarities and differences between Scotland and France would be using a Venn diagram. They thought that this would assist them in separating out which facts were applicable to Scotland and France only and which were shared facts. They chose to combine this method with two of the note taking styles they were familiar with, being using a mind map and a bulleted list. The children created the success criteria as a group before the task was carried out. They also chose whether to work on their own or in pairs. All of the children used the notes they had made previously and also asked if they could source more text online to assist them in completing their notes. The learner in this moderation chose to work alone when making notes but worked with a partner when sourcing text. As a plenary at the end of the lesson the children shared the notes they had made and self and peer assessed their work. They were given time the next day to use the feedback from this and any shared ideas to improve the notes they had made.

Lesson 2

The children were placed in trios and asked to decide whether they thought France and Scotland had more similarities or more differences. All children used the notes they had made to help them participate in the discussion. The trios then reported back to the class and explained their decision and how they had reached it. They used the success criteria to self-assess and then completed a post it plenary to comment on what their next steps in learning were.

Lesson 3

During this lesson the children were asked to take part in a role play. One child was a travel agent and one was a customer. Only the customers were given a card with a scenario on it. The customer's role was that he or she had never visited Scotland or France before. He or she wanted to go on holiday to one of these destinations but had heard that they were very similar. The travel agent had to explain the similarities and differences between the countries using their notes and help the customer select a country to visit. The success criteria was created with the class teacher at the outset of the task. The children were able to pull in learning from their topic and their own general knowledge too. They then partnered up with another child and swapped roles. The customers were to award their travel agent a star for each of the success criteria that they met. The goal was to be a 5 star travel agent.

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 –

- Discussion about the similarities and differences between Scotland and France
- Discussion about the Success Criteria for each task
- Accurate explanation of the similarities and differences of lifestyle and culture between France and Scotland
- Self/peer assessment in tasks

Do –

- Selected and summarised a range of non-fiction text on Scotland and France
- Participated in a role play

Write –

- Created notes using a Venn diagram on the similarities and differences of lifestyle and culture between Scotland and France
- Sentence as to the next steps in learning for a post it plenary

Breadth –

- Application of skills in different curricular areas.
- Extending the learners confidence by tasking them with using skills for a real life purpose i.e. making notes which they then had to use to discuss and explain.
- Use of a broad range of texts being non-fiction books, notes the children had made previously and sources from the internet.

Challenge –

- More complex task than they had tackled previously.
- Evaluating their own and others work.
- Independence in learning.

Enjoyment –

- Participating in role play.
- Selecting the text to make notes

Application –

- Use of skills in an unfamiliar context.
- Sourcing, selecting, summarising and sorting information.
- Creating texts which helped the learner to argue or persuade another child of their point of view.

Personalisation and choice –

- Creation of Success Criteria,
- Selected method of making notes.
- Decision to search and source additional text to assist in making notes.
- Choice of working alone or with a partner when making notes and finding additional text.

## Practitioner Moderation Template

## Learner Evidence

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 - Learner identified her next steps in learning in Lesson 1 based on the self and peer assessment grid. She was then given an opportunity to revise and improve her notes as a result of this.

Lesson 2 – The post it plenary allowed the children to identify next steps.

Lesson 3 - 5 star Travel Agent peer assessment grid and verbal CT feedback.

Learner revisited the target (I can use notes to help me understand information and ideas) in her reflection jotter after all three lesson to revise the traffic light next to it. She changed the traffic light next to it from amber to green.

### Pupil Voice:

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

Notes from verbal conversation between CT and learner

What do you think you have learned?

I learnt a lot about France and it's much different to how I thought it was. I have never really thought about how France and Scotland are the same and different. I think there are more things that are different than the same. It's good to think about things like that sometimes. I learnt how to take proper notes and how to do things with them. It was good to use the notes to do something. My dad is a boss and he goes to meetings. He takes notes because he can't remember everything so it is a good thing to be able to do. I couldn't have remembered all the facts I wrote down when I was talking to my customer. I would have got some of them but not all of them. My notes helped me.

How did you learn?

I used writing which is Literacy and talking. I think talking is Literacy too isn't it? We talked a lot in our group too with you (CT) about how we wanted to do things and who we wanted to work with. I like it when we decide stuff.

Question 3 wasn't asked as the learner answered it during Question 1.

Did the learner successfully attain the outcomes? YES/NO

The learner was confident in using notes to understand information and ideas. She did meet the both outcomes but found it challenging to comparing the lifestyle and culture of two countries. As a result of this block of teaching I think that she requires more opportunity to compare and contrast two different things.

# Learner Evidence

## Moderation – Evidence

### Second Level

#### Lesson 1

LI - I can use notes to help me understand information and ideas.

- SC - I can create a mind map or bulleted list
- I can organise words and phrases clearly
- I can explain any new words or ideas
- I can include information about lifestyle and culture

Learner gave herself green traffic lights for all Success Criteria apart from explaining new words or ideas. Her peer assessment matched this. She used this feedback to go back and revise her notes to include an explanation of the Tour de France and Europe.

Learner has clearly organised words and phrases into a bulleted list. She has used notes she made previously on Scotland and France.



Learner worked alone when preparing these notes but did work with a partner when sourcing additional information. She was confident in her ability to correctly place information and note facts she thought were relevant.

Learner was involved in discussion at her group about whether the weather was the same or different. She was able to refer to notes that she took in France to explain that both countries had four clear seasons but France was warmer especially in the South.

When completing the assessment grid, the learner and partner were sorting the information in lifestyle and culture. It was as a result of this conversation that they decided to give a green traffic light to this

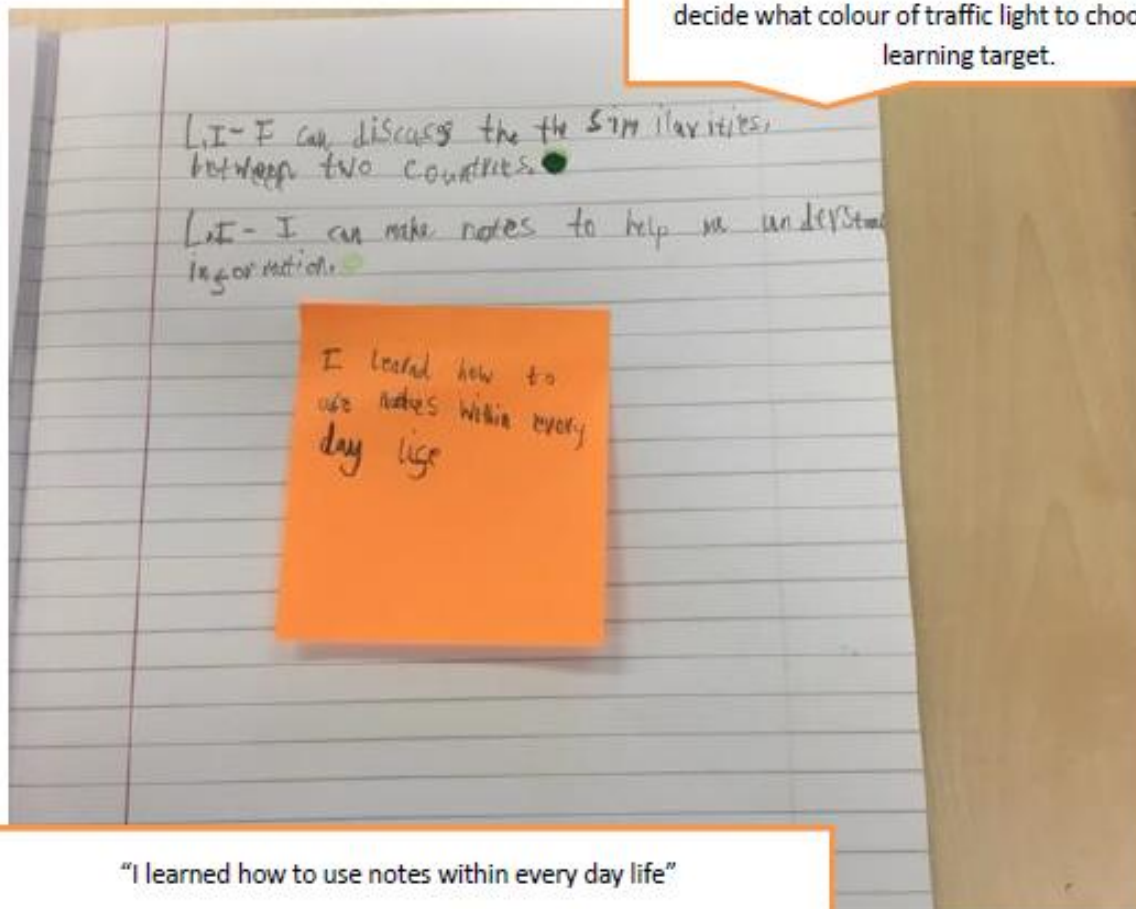
Lesson 2

Evidence of Post it Plenary

Evidence of Reflection Jotter (used at end of all 3 lessons)

- LI - I can compare the lifestyle and culture of people in another country with Scotland.
- SC - I can use my notes to help me explain facts and ideas
  - I can discuss how France and Scotland are the same
  - I can explain how France and Scotland are different

This is a copy of the learner's reflection jotter. Learner used the peer and self-assessment grids to help her decide what colour of traffic light to choose for each learning target.



"I learned how to use notes within every day life"

The post it was used as a plenary at the end of Lesson 2. The learner understands that the skill is one which will be useful to her. When asked about her post it she explained that she would not have been able to talk about the similarities and differences in lifestyle and culture between Scotland and France if she had not had her notes.

Lesson 3

LI - I can discuss the similarities and differences between Scotland and another country.

SC - I can discuss how the countries are the same and different.

I can use my notes to help me explain what I think.

I can make good eye contact.

I can use a clear and confident voice.

Script for Travel Agent Role Play

Learner's comments in role play only

Highlighted text shows information which the learner took from her notes when speaking.

Learner referred to her notes through the task and used them to add detail to her answers.

Scotland has got its own national foods which are haggis, and salmon. They have a national flower too.

It's a thistle. It doesn't really look like a flower as it's prickly but it is. No –on likes haggis. I don't. You might though.

France has frog's legs, croissants and snails as their national dish but it's ok because they also have lots of nice cheese too. We have that too, mostly cheddar. You might get hot chocolate for breakfast if you like that?

Some famous Scottish people are Robert Burns who was out best poet. There were other poets too. France has lots of famous painters like Claude Monet. Scotland has famous painters too. Mary Queen of Scots was half French and half Scottish and then she married a French man. Scotland likes rugby and football and so do France.

Both countries are in Europe but Scotland is an island where we speak English. People speak French but lots of people speak English too. French people are really good at English.

Evidence the learner can compare the two countries.

The weather in France is warmer than Scotland and we have a bit more rain.

Maybe just go on a holiday to France but don't live there. They go to school on Saturdays and it doesn't finish until 4:30 pm.

Scotland is much smaller than France. Scotland has a population of about 5 million and France is 60 million. I can't read out the exact number of people. They both have huge mountains. French one's are Alps and ours are the Cairngorms. I've been there. Corsica is an island off France I think like Scotland is an island. Both have lots of green grass and countryside but France's grass is a bit more yellow because of the sun and because France is closer to the equator.

Learner is able to give information about what makes each country different and able to include bit of her own knowledge as well as using her notes to aid her explanations.

Learner used a clear confident voice throughout task and made sure she looked up from her notes when answering the customer.

Lesson 3

Peer Assessment Grid

- LI - I can discuss the similarities and differences between Scotland and another country.
- SC - I can discuss how the countries are the same and different
  - I can use my notes to help me explain what I think
  - I can make good eye contact
  - I can use a clear and confident voice

Learner was awarded 4 stars for her performance in the role play by her partner. The only success criteria her partner felt that she did not meet was making good eye contact. The learner agreed. She said she would try this in the next presentation task.

