

Practitioner Moderation Template

Learner Evidence



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	415
Curriculum Area(s)	Health and Well-Being
Level	Second
Stage(s)	P6
Specific subject (if applicable)	

Experiences and Outcomes:

By investigating food labelling systems, I can begin to understand how to use them to make healthy food choices **(HWB 2-36a)**

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

I recognise the need to acknowledge my sources and can do this appropriately. **(LIT 2-25a)**

I can display data in a clear way using a suitable scale, by choosing appropriately from an extended range of tables, charts, diagrams and graphs, making effective use of technology. **(MTH 2-21a)**

Learning Intentions:

Lesson 1 – to create a table to display data.

Lesson 2 – to explore problems and develop new ideas from our notes.

Lesson 3 – to investigate food labels.

Lesson 4 – to display information from food labels in a bar chart.

Success Criteria:

Lesson 1

1. I can create a detailed food diary displaying the food and exercise I take in.
2. I can draw a table displaying food and exercise across the headings, 'Breakfast', 'Lunch' and 'Dinner'.

Lesson 2

1. I can take notes to understand the positives and negatives with my food choices.
2. I can evaluate the impact certain elements of food have on my body.

Lesson 3

1. I can study different food labels and analyse its nutritional data including fat, carbohydrates, and protein.
2. I can display a table showing the nutritional value of foods and compare to the Guideline Daily Amounts (GDA).
3. I can discuss my findings with the class.

Lesson 4

1. I can use MS Excel to create a bar chart calculating the nutritional value of food.
2. I can compare my findings to that of the Guideline Daily Amounts (GDA).

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

Lesson 1:

Pupils are asked what they know about the importance of food and drink in our diet? What's in it? How it helps support our bodies? Why do we exercise? Questions are discussed in table groups for one minute each and noted on their whiteboards. Opinions are shared then bounced around the classroom. Online video is presented for 5 minutes on the importance of food and exercise to our bodies.

Food and Exercise Diary task is explained and success criteria is built with the pupils. They must create a food and exercise table, recording what they eat for breakfast, lunch, dinner and exercise per day for a week. Pupils bring home as a homework task and returned after a week.

Lesson 2:

Introduction of lesson includes time for oral feedback on previous lesson. In table groups, pupils share their results of their food and exercise diary homework in greater detail. Each table is assigned a meal time/exercise to collect their top five results and share them on the board. After all headings are covered. We discuss whether the results show whole class evidence of a balanced diet, where it's positive, where it needs improvement, how could it be improved?

Focus is on a Powerpoint presentation, looking at food groups/food pyramid/myths of certain diets/food labels. Assessment is note taking on white boards and recorded in jotters.

Matching game of food elements/definitions and visual example cards. Pupils work in pairs for 5 mins. We compare their answers with the correct answers on Promethean board. Pupils then write short paragraphs in their jotters listing nutritional food elements we have looked at (Carbohydrates, protein, fat, water, vitamins, minerals and fibre), its definition and an example of a particular food with that nutritional food element.

Lesson 3:

Pupils will study the nutritional value of a whole grain cereal and a high-in-sugar cereal (displayed on promethean) and compare them to the Guideline Daily Amount (GDA). After 5-10 mins, pupils will decide which is healthiest by a show of hands and will discuss their reasons. They will draw up tables consisting of these results (nutritional value of whole grain cereal, high in sugar cereal and GDA).

Lesson 4:

In the ICT room, pupils will create a bar chart based on the information they collected from their previous lesson on nutrition in their jotters to illustrate their results in a visual manner.

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/reflection on food and exercise diaries. Can they/how they can be improved?

Write – Making detailed notes on food groups and nutritional elements of food.

Make -

Do – Create a bar chart based on the nutritional value of whole grain and high in sugar cereals, along with GDA.

Did the learner successfully attain the outcomes? YES/NO

YES

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

See pupil's work.

Pupil Voice:

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

Lesson 1 – I learned that there I can eat even more vegetables and continue to exercise to keep my body healthy and fit. I learned by keeping a food diary. The Youtube video talked about why healthy food and exercise is spo important for our bodies too. That way, I could keep an eye on the food I ate. The diary was fun. It made me think about the food I eat and the exercise I do every day. I could look back on Monday and Tuesday and say to myself, I need to keep it healthy. It made me more organised and prepared for the day and with every meal.

Lesson 2 – I learned that I need to be more careful on what foods are good for my body and what ones are bad for my body, like takeaways, that are full of fat. The notes the teacher had on the boards on the Powerpoint were really interesting. I took notes from it. Im improving in my note taking. Things like the food groups and what they are important for in the body was good. I didn't know what fibre was. Now I do and why wholegrain foods are important for it, because it helps me digest food. I didn't know that protein was good for helping your body grow either.

Lesson 3 – I didn't realise what GDA stood for. I discussed the cereal labels with my shoulder partner and we looked at the nutritional values like carbohydrates, salt and sugar in food I really enjoyed discussing my results with the class because everybody else had different answers and that made it very interesting to talk about. We looked at a copy of cereal labels and compared them in pairs, then we made a table of the nutritional parts of the cereals. I think I'm more confident in speaking in front of the class and I really enjoyed this lesson because it's something I can deal with on my own at home.

Lesson 4 – Looking at the bar chart, it was amazing to see how small the nutritional value is compared to the GDA. It would be good to show it to the school so that they can understand what it means. Using pictures is clearer than having numbers especially for the P1s. We were shown by you (the teacher) how to make a bar chart using our tables of the nutritional value of cereals that we made in our jotters before. I didn't know how to make a bar chart before, so I can now use MS Excel to make bar charts.

Learner Evidence

Evidence Lesson 1.

Friday 2nd October

Food Diary

LI: To create a table to display data.



	Monday	Tuesday	Wednesday	Thursday	Exercise	Snacks
Breakfast	golden grahams	Toast	Cheerios	Cheerios	Football 30min	Yoghurt Cheese
Lunch	Sandwich cheese cucumber	Sandwich mini sausages	Baguette carrots	Baguette fruit	Griffnock Soccer Center 1hr 30min Athletic Club 1hr 30min	Pepperoni
Dinner	Sausages peas	Bolognese	Baked Potato	Pork chops Peas	Trampoline 30min	apple bannans

Conclusion:

I think my diet is good and I am exercising everyday.

★ Successfully created a detailed food and exercise diary.

Wednesday

21st

October

Evidence Lesson 2.

Food Groups

★ Evaluated the impact of certain elements of food on the body.

L1-We are learning to explore problems and develop new ideas from our notes.

Food Group	Why do we need it?	Examples?
Carbohydrates	We need carbohydrates because they give us energy.	it can be found in bread and Shushi.
Protein	We need protein because it is needed for growth and repair of cells.	it can be found in meat and cheese.
Fat	We need fat because it keeps us warm and is used to store energy.	it can be found in oil and fatty foods.
Water	We need water because it keeps us hydrated.	it can be found in fruit, and taps.
Vitamins	We need vitamins for our health and wellbeing. For example, vitamin C helps us if we catch a cold.	It can be found in fruit/veg.
Minerals	We need minerals because of our health and wellbeing. For example, iron helps blood carry oxygen.	It can be found in chicken and fish.
Fibre	needed to help us go to the toilet keeps our digestive system working.	It can be found in cereal and bread.

Self assessment:

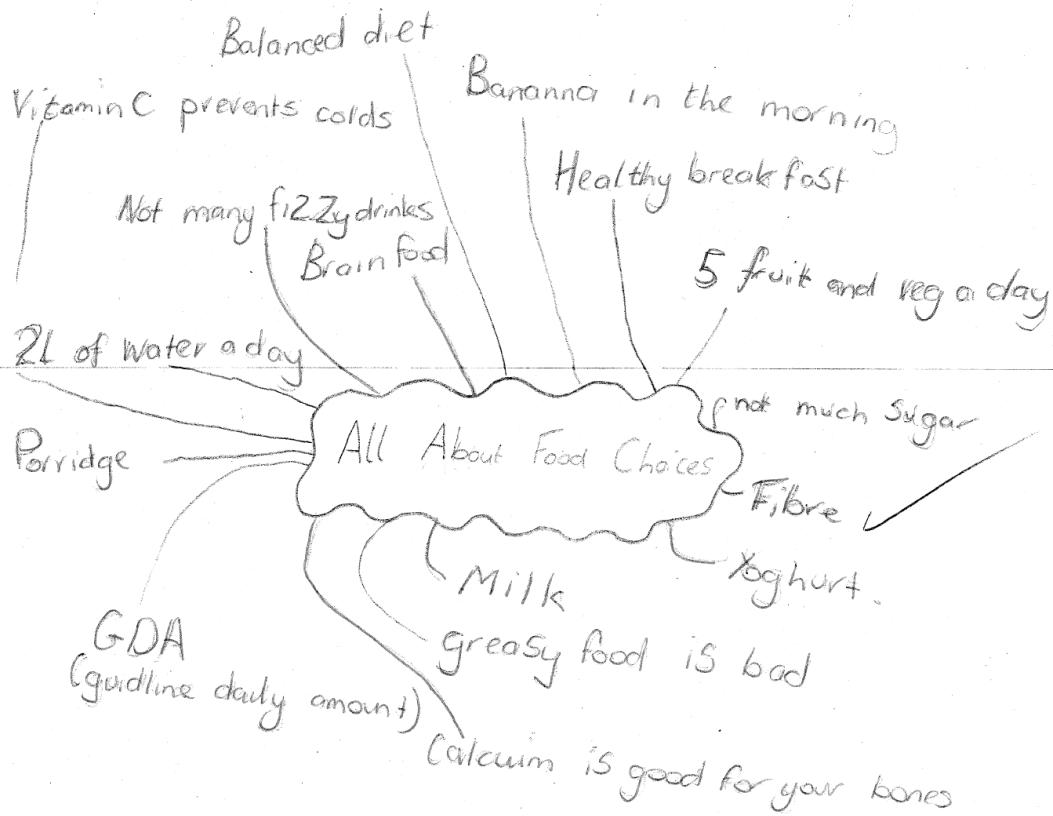
I can evaluate the impact certain foods have on my body.
 I didn't know protein helps our body grow and repair cells.

Evidence Lesson 2

Wednesday, 21st October

All About Food Choices

L1: To explore and develop new ideas from our notes



Self assessed: I can now make healthy decisions on the food I eat.

I can discuss why different foods are healthier than others ✓

* You understand the positives and negatives of your food choices.

Evidence for Lesson 3.

Lesson 3 - After investigating cereal labels with the class, studying the nutritional value of Coco Pops, Rice Krispies and porridge, the class drew their conclusions on which they felt was the healthiest cereal. Here, HD gave his views:

HD: I agree with KL. HK and I were talking about the salt levels in the cereals.

CT: And what did you find?

HD: Well, we found that there was less salt in porridge which I think is important. It only had traces, so to me, that meant that it was only natural salt going into the porridge. So, I think it is a more healthier cereal.

CT: So, the less salt the better, HD?

HD: Well, I looked at the GDA and it seems quite hard to not eat a lot of salt.

So, I would think it would make sense to eat the one with the least amount of salt because salt is bad for you.

CT: Thank you HD.

Learning Intention: to investigate food labels.

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Learner Evidence

Coco pops

OUR NUTRITIONAL INFORMATION				
	Typical value per 100g		Per 30g serving	
ENERGY	1617 kJ	389 kcal	494 kJ	117 kcal
FAT	2.5 g		0.8 g	
of which saturates	1 g		0.3 g	
CARBOHYDRATE	85 g		26 g	
of which sugars	35 g		11 g	
FIBRE	2 g		0.6 g	
PROTEIN	5.5 g		1.7 g	
SALT	0.75 g		0.23 g	
VITAMINS:				
		(%NRV)		(%NRV)
VITAMIN D	4.2 µg	(83)	1.3 µg	(25)
THIAMIN (B1)	0.91 mg	(83)	0.28 mg	(25)
RIBOFLAVIN (B2)	1.2 mg	(83)	0.35 mg	(25)
NIACIN	13.3 mg	(83)	4.0 mg	(25)
VITAMIN B6	1.2 mg	(83)	0.35 mg	(25)
FOLIC ACID	166 µg	(83)	50.0 µg	(25)
VITAMIN B12	2.1 µg	(83)	0.63 µg	(25)
MINERALS:				
CALCIUM	456 mg	(57)	136 mg	(17)
IRON	8.0 mg	(57)	2.4 mg	(17)

(%NRV) = % Nutrient Reference Value.

Rice Krispies

OUR NUTRITIONAL INFORMATION				
	Typical value per 100g		Per 30g serving	
ENERGY	1626 kJ	383 kcal	488 kJ	115 kcal
FAT	1 g		0.3 g	
of which saturates	0.2 g		0.1 g	
CARBOHYDRATE	87 g		26 g	
of which sugars	10 g		3 g	
FIBRE	1 g		0.3 g	
PROTEIN	6 g		1.8 g	
SALT	1.13 g		0.34 g	
VITAMINS:				
		(%NRV)		(%NRV)
VITAMIN D	4.2 µg	(83)	1.3 µg	(25)
THIAMIN (B1)	0.91 mg	(83)	0.28 mg	(25)
RIBOFLAVIN (B2)	1.2 mg	(83)	0.35 mg	(25)
NIACIN	13 mg	(83)	4.0 mg	(25)
VITAMIN B6	1.2 mg	(83)	0.35 mg	(25)
FOLIC ACID	166 µg	(83)	50.0 µg	(25)
VITAMIN B12	2.1 µg	(83)	0.63 µg	(25)
MINERALS:				
IRON	8.0 mg	(57)	2.4 mg	(17)

(%) = % Nutrient Reference Value.

Porridge

INGREDIENTS:
100% Wholegrain Oats

NUTRITIONAL INFORMATION			
	Per 100g	Per 40g	GDA*
Energy	1578 kJ 374 kcal	631 kJ 150 kcal	2000 kcal
Protein	11.1g	4.4g	45g
Carbohydrate	66.9g	26.8g	230g
(of which sugars)	1.3g	0.5g	90g
Fat	5.5g	2.2g	70g
(of which saturates)	1.1g	0.4g	20g
Fibre	6.1g	2.5g	24g
(of which soluble)	2.7g	1.1g	
(of which beta-glucan)	2.4g	1.0g	
(of which insoluble)	3.4g	1.4g	
Sodium	0.1g	trace	
Equivalent as Salt	0.25g	trace	6g

* Guideline daily amounts. Average values for adults. Individual requirements may vary.

- Pupils investigated the nutritional data of three cereals, to conclude on which one was the healthiest.

Learning Intention: to investigate food labels.

Practitioner Moderation Template

Learner Evidence

Friday

6th

November

Evidence Lesson 3.

Food Labels

L1: To investigate food labels

	Coco Pops	Rice Krispies	Porridge	GDA
Energy	494kj	488kj	631kj	2000kj
Fat	0.8g	0.3g	2.2g	70g
Carbohydrates	26g	26g	26.8g	230g
Sugar	11g	3g	0.5	90g
Protein	1.7g	1.8g	4.4g	45g
Salt	0.23g	0.34	Trace	6g

Conclusion:
 I think porridge is the best because it only has a small amount of salt, least sugar and has the most energy.

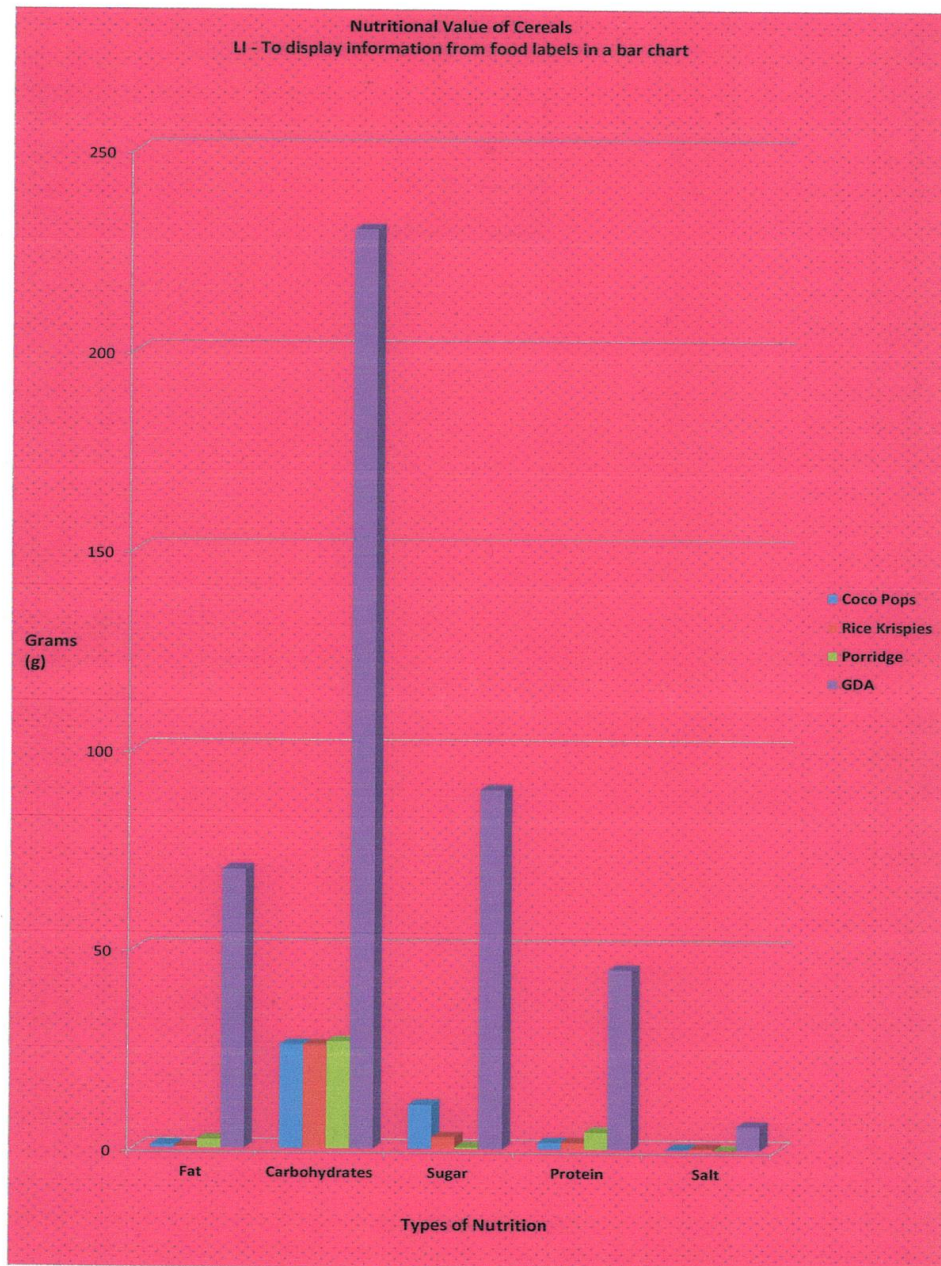
★ Well done. You have achieved in displaying a table showing the nutritional value of foods and compared it to the GDA.

Practitioner Moderation Template

Learner Evidence

Evidence for Lesson 4-

Wednesday, 11th November



- A sample bar chart displaying the nutritional value of three cereals and compared to the GDA.