

**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	Y
Practitioner Code	Y6
Curriculum Area(s)	Literacy and HWB
Level	First
Stage(s)	P2
Specific subject (if applicable)	

Experiences and Outcomes:

I am beginning to understand that nutritional needs change at different stages of life, for example the role of breastfeeding in infant nutrition. HWB 1-32a

When I engage with others, I know when and how to listen, when to talk, how much to say, when to ask questions and how to respond with respect. LIT 1-02a

Learning Intentions:

That there are different nutritional needs at different stages
To show respect while listening and talking with others

Success Criteria:

- I can recognise which foods are suitable to be eaten at different stages of life
- I can explain why people of different ages eat different foods
- I can show respect, contribute to and take turns within a group.

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

Lesson 1 – Organise children into groups of 4/5. Give them the template for recording their discussion. Ask children to discuss the foods they like eating and record them in their individual section. Then discuss the common foods and record them in the centre circle. Focusing on the foods in the entre, they discuss when they first ate them and why that might be when they first tried them. Report discussion to the class(Appendix 1)

Lesson 2 – Use flipchart to introduce concept of sorting pictures into groups. Ask children to generate SC. Give 15 cards to each group and ask them to sort them as they want. Discuss then they have to share into 3 groups. Discuss and finally share the names of the groups linked to the learning and give them time to reorganise if needed. Discuss why each picture is in each group and relate to appropriate foods eaten at different stages of life. Key points include portion size and reasons for requiring more of different things at different stages. Revisit the SC and see if it matches what the children came up with. Decide in groups if they have achieved SC.

Lesson 3 – in their groups the children will write a shopping list for their given stage. This will be for the baby, the child or the adult. They will discuss the possibilities as a group and then agree on 5 to create their list. Group will feedback to the class and answers will be used to create one big shopping list. Discussion during this session will be used to assess the children’s understanding of the intended learning.

Practitioner Moderation Template

Learner Evidence

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

- The first lesson introduced the children to the idea that we all eat different things at different stages. Their ideas were recorded on the attached template.
- The second lesson was assessed through teacher observation. The children had to discuss the pictures and their suggestions and then come to an agreement on how the cards should be sorted. I took photographs of the group work and put them straight up on the whiteboard for our plenary session. We discussed the learning and also how successful they felt they were while working in a group.
- The final lesson allowed the children to apply their knowledge from lesson two. They wrote a shopping list for a different stage; focussing on appropriate foods for the stage they have been given. The children presented their shopping lists and they were discussed with the class.

Did the learner successfully attain the outcomes? YES

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

oral feedback

Feedback was given to the class as a whole with children identifying for themselves what their next steps should be and I made suggestions or extended them where appropriate.

These included:

Lesson One: TP was able to discuss his ideas on what a baby might eat and why. I explained that we would move on and his next steps would be understanding what a baby, child and adult eats and why this changes as we grow.

Lesson Two: TP feedback during plenary discussion. He stated that his group "Yes we were successful as we all listened to each other and I didn't talk over anyone" I then asked about the success criteria and he said "Yes we definitely did as I now know what everyone eats and why"

Lesson three: TP mixed up the idea of a shopping list and what to actually feed a baby. However, I explained that I was still happy with his work as it still showed what you would actually feed a baby. He stated "I'd like to shop for a baby as it wouldn't cost so much as they don't eat as much as an adult" I thanked him for the comment as again it shows that he has understood that what we eat differs at different stages of life.

"going to try and eat healthily and not eating more than a child should eat" – TARGET PUPIL

"I'm going to eat more of the right things" – TARGET PUPIL

"I'm growing so I should probably drink blue milk" – TARGET PUPIL

"I can't remember what people say so I need to listen more" – TARGET PUPIL

My feedback built upon this and I reviewed skills we could further develop in group work, including not talking when someone else is talking, really listening so that you could discuss someone else's opinion if necessary and making sure everyone in the group takes a turn. We spoke about eating healthily and why it is important and agreed that we should take an interest in keeping ourselves healthy and why. This was more difficult as they are obviously not responsible for what they eat yet so we talked about making better choices in the dinner hall and buying healthy snack at break time.

Pupil Voice:

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

"I have learned:

- Adults can eat more spicy food.
- Adults can eat more because they are bigger.
- Children have smaller tummies.
- Not everyone should eat the same things.
- Everyone should eat healthily

We did lots of group work and I found this difficult. Not everyone would listen to me. I disagreed and they all agreed. But it got better. We started taking turns and sometimes people changed their minds"

Learner Evidence

Group Discussion Template: Lesson 1

Appendix 1


Each individual child records what food they enjoy eating.

The foods the children have in common are recorded here.
What age were you when you first tried them?
Why did they not have them before then?
Do they think they are healthy?
What foods should you eat a lot of or not a lot of?
Can an adult eat more of them?

Discussion with target pupil during activity

T: What foods have made it to the middle?
TP: Ice cream, crisps, potatoes, pasta and some fruits.
T: What age were you when you first tried ice cream?
TP: I think four
T: What about potatoes?
TP: I was 3 I think and Daniel said he was four.
T: Why do you think you didn't eat them as a baby?
TP: because they are too big and I think I would choke but maybe you could eat small potatoes?
T: Or maybe mashed potatoes, why would a baby need to have mashed potatoes?
TP: because they don't have any teeth.
T: Do you think a baby could eat more than you?
TP: NO! I could definitely eat more because I'm bigger. I always eat more than my little sisters.

Food and Health



LI: nutritional needs at different stages

Page 1

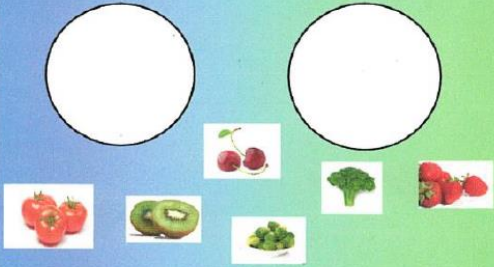
Success Criteria: revealed to the class once they have tried to generate their own

oods to It's a secret! dif

We are going to do the work first...


Page 2

Sort the pictures in to two groups.



Page 3


Sort the pictures in to two groups.



RED GREEN

Page 4

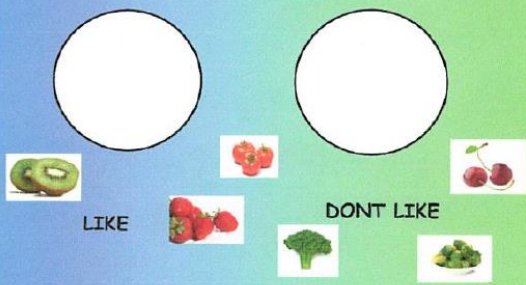
Sort the pictures in to two groups.



FRUIT VEGETABLE

Page 5

Sort the pictures in to two groups.



LIKE DONT LIKE


Page 6

Practitioner Moderation Template

Learner Evidence

Activity:

You are now going to sort some pictures.




5 minutes ✓

How you sort them is up to you.

Page 7

How did you sort them?




3 minutes ✓

Now...my clue is that there are three groups!

Please try to sort them again.

Page 8

The groups are...




baby child adult

Lets sort them together.

Page 9

The groups are...



baby child adult

Did we get them all correct?

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Lesson One : Evidence of Pupil's Work

Lesson 2 – Group Discussion



The first attempt almost all groups sorted it in to food groups based on what foods the children in the group like.

TP: "I think this is for a big person as it's a big portion"



The second attempt I told them that I had three groups in mind and it had nothing to do with likes/dislikes. I referred them back to their learning intention. Two groups guessed the correct groupings.



All groups were then told the three groups and that there were five pictures from each group. They were given time to discuss and sort.

TP: "I agree. We should move this to the child"







During the plenary we discussed each picture, who it is suitable for and why. The children guessed their success criteria again and then it was revealed.

TP: "I think we have it all right. That's what a baby eats and the adult gets all the big portions"



TP Group.

<h1>shopping for a baby</h1>	
Baby Milk. 	TP "Sometimes this is mummy milk"
Soft Soss. 	
Muchd up Soup. 	
Muchd up Pasta 	
Muchd up senchoid	

★ Well done! You have shown you understand what a baby eats at its stage of life.

Lesson Three : Evidence of Pupil's Work

Lesson 3 – Plenary Discussion

These comments were recorded from the group discussion. TP was given the role of leading the discussion in order to decide if his group had been successful. These comments were chosen as they highlight his understanding of the intended learning.

TP – athletes can eat more as they are healthy but they can't eat sweets

TP – 6 pancakes is too much for a child to eat

TP – babies need fat and good sugars because they are doing a lot of growing

TP – Adults can eat more spicy food. Adults can eat more because they are bigger. Children have smaller tummies.

TP – babies can't eat the same food as adults because they might not be able to chew it with their little teeth.

TP – Everybody should eat fruit and vegetables but babies need it to be mashed up