

**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	Z
Practitioner Code	Z7
Curriculum Area(s)	Literacy /Health and Wellbeing
Level	Second
Stage(s)	P7
Specific subject (if applicable)	

Experiences and Outcomes:

*I enjoy creating texts of my choice and I regularly select subject, purpose, format and resources to suit the needs of my audience. **Enjoyment & Choice** LIT 2-20a*

*I can spell most of the words I need to communicate, using spelling rules, specialist vocabulary, self-correction techniques and a range of resources. **Tools** LIT 2-21a*

*I understand that my feelings and reactions can change depending upon what is happening within and around me. This helps me to understand my behaviour and the way others behave. **HWB 2-04a***

Learning Intentions:

Scenarios

Health and Wellbeing

- To discuss and evaluate personal views and opinions whilst showing respect for the opinions of others.
- To communicate personal views and opinions with growing confidence and interact within a small group and class discussion.
- To attempt to solve personal problems in fictitious scenarios by identifying the possible feelings of everyone involved and suggesting possible strategies that can help us to manage our behaviours and emotions.

Writing Project

Literacy

- To use my knowledge of spelling consistently when writing.
- To use a correction code to identify spelling mistakes and make improvements.
- To use a range of resources to spell.
- To use personal choice effectively to create a variety of texts.
- To engage the audience (children of my own age and my teachers).
- To select and use resources appropriate to my task.
- To spell most words accurately.

Health and Wellbeing

- To explain the reactions and feelings of the characters I have created.

Success Criteria:

Activity 1 - Scenarios

Health and Wellbeing

I can:

- listen without interruption.
- challenge ideas that I disagree with, without insulting the contributor.
- give opinions, and question my group, about given scenarios.
- contribute to class discussions.
- give reasons for my opinions.

Activity 2 - Writing Project

Literacy

I can:

- spell most words including common words accurately after correcting.
- use spelling rules, word banks and/or dictionaries to help spell ambitious vocabulary.
- choose examples of different kinds of texts in my Writing Project.
- engage the reader in parts of my writing.
- use technology to enhance my layout and presentation.
- use a computer to spell check my words.
- improve my writing when I redraft my work by using self-correction, peer and teacher feedback.
- explain, to the reader, feelings and reactions of my characters through the collection of texts that I have produced.

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

Activity 1

Working in groups, the children were introduced to a range of fictitious scenarios. They shared their personal opinions about how the choices taken by specific characters affected themselves and those around them. They identified causal relationships between feelings, actions and consequences. Each group then identified strategies which could be used to manage behaviours and emotions in an appropriate way. Groups then reported back to the other class members and a wider discussion took place.

Activity 2

Using ideas and information gained from the HWB scenario activities the pupils then planned their own main character and situation for their Writing Project. Pupils wrote a plan for their project using a format of their own choice. The Writing Project involved the children creating a minimum of 5 pieces of text from more than one character's point of view and in formats of their own choice.

Design Principles

Relevance

Activity 1 - the scenarios chosen for discussion allowed the pupils to explore situations with which they have had either direct experience of or at least had some knowledge of.

Activity 2 - the pupils chose which text types they wished to use in their Writing Project to convey the thoughts and feeling of their characters. The choices included the genres which children regularly use in their own lives. (narrative, personal diary, letter or mobile phone outlines to detail text messages between characters).

Coherence - the learning activities linked together the chosen Health and Wellbeing and Literacy E's and O's to form the Writing Project which allowed the pupils to share their learning in a relevant and meaningful way.

Depth - By exploring the scenarios linked to Health and Wellbeing depth of understanding was developed by discussing the thoughts and feelings experienced by specific characters and considering possible strategies. Pupils had to apply this depth of understanding to then create characters, situations and strategies for their Writing projects. Exploring the different viewpoints of characters also added further depth to their learning experience.

Challenge and Enjoyment - Initially, challenge was provided through group and class discussions of the scenarios. The level of challenge was then increased when pupils applied their learning to create their own characters and situations. Using relatable characters that needed their help to solve issues which were of relevance to them, creating their own characters and situations and choosing the type of texts to use throughout the subsequent writing tasks provided the pupils with challenge and enjoyment.

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 - Teacher observation of pupils working in their groups, discussing scenarios and giving personal opinions and possible strategies that may be useful. Observation of pupils sharing ideas and justifying opinions with the wider class group.

Write - The completed Writing Project, containing a variety of texts, linking ideas gained from working on the Health and Wellbeing scenarios and Literacy skills in their chosen pieces of text.

Did the learner successfully attain the outcomes? YES/NO

Yes. The pupil really enjoyed creating texts of her choice and format. She has shown an understanding that her feelings and reactions can change depending upon what is happening within and around her and in developing her own character and situation was able to show how behaviours affect others.

Throughout the writing, common words are spelled accurately and there was evidence of a dictionary and Correction Code being used.

Due to the nature of the writing project and the element of format choice given, the type of vocabulary chosen was more likely to be informal to suit the style and audience. Therefore, the use of more ambitious vocabulary was not always an appropriate option as she was writing as a child her age would write informally.

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

Please see Group Discussion Assessment of Skills and Self, Peer and Teacher Assessment Marking Strips used to assess the learning.

Pupil Voice:

What have you learned?

I learned the importance of different people's points of view. I enjoyed discussing the scenarios with my group and thinking about what I would have done and what I would have felt like.

I liked the fact that I was allowed to make the decisions about what I wanted to write about. I really liked writing the way I usually write, like texting.

How did you learn?

I was talking in a group, listening to other people's opinions and their story ideas. I was writing in different styles for the Writing Project. I liked working on my own to finish the project which took me a few weeks. I started writing in my jotter then we used the laptops in class to do the second draft.

What skills have you developed?

It helped me work in a group, communicating with peers, listening to other people's views, which isn't always easy because sometimes I don't agree with what they say. It helps when the teacher gives me feedback about my work because it helps me to improve. I liked reading other people's Writing Projects to find out what they had written about.

Learner Evidence

consequences

Wednesday 26th October 2016

Character Description
STEAL

Name:- McKenna Jones

Age:- 12

Looks:- (makeup) Gorgeous/Red wavy long hair/Freckles/Has very nice, fashionable clothes/Hair is also silky smooth/Aight nice blue eyes/Very white teeth/Slimmy/Loves dresses and high heels/Also likes denim jackets and leather jackets.

Description:- Funny/Popular/Kind/Has a lot of friends/lives with Mum, Dad, Brother, Baby sister, Horse, cat, dog 2x cats - Pearl & Chibi/Dogs - KeeRo & Penny/Horse - Poppo/Rich/Lives in mansion/gets bullied/

Scenario:- Millie and Chloe keep texting her, in an unknown number telling her to leave things at the school gates and is forcing her to do things that she would never do. Her best friends, Symphonie and Taylor, decide to take matters into their own hands.

Things she would never do:- Say bad things in class/Skip class/Food fight in lunch hall/Ran out of school... Or, Else, there will be CONSEQUENCES.

Some interesting ideas in your planning.

Friday 4th November 2016

As I walked towards the school gates I could see my BFFL, Aimee, I ran up to her panicking.
"What's wrong?" Aimee asked confusingly.
"I got a message from an unknown number!" I said.
"Wait? Did they ask you for things?" She asked.
"Yes! They did!" I screamed.
"Millie and Chloe..." She said as she peered over a fence.
"We need to go see Symphonie and Taylor!"
As we walked towards Symph and Tay (Symphonie and Taylor) I felt someone trip me up. When I looked behind me I saw Millie and Chloe laughing at me. In the next minute I feel hands help me up. It was Symph and Tay. Aimee had went to the nurses office waiting for me and the girls to come. When we got there, I had blood on my tights and cuts on my hands and elbows. I was pretty sure some of them will scar. Later I told Symph and Tay everything.
"Oh that's awful!" Symphonie said worryingly.
"What the? Why?" Asked Aimee, Taylor.
"I really don't know." I said as tears rolled down my face.
So a few weeks had passed, and everyday I had brought a few things to the school. My mum thought I had to bring them for charity 😊.

Well done, Olivia. You've added extra detail to your story for the reader by showing how things were said and done.

worryingly ✓
confusingly ✓
peered over ✓
Great! 2pts.

Monday 24th May 2016

FAKE Date

Dear Diary,

I was at school the other day and all I could see was McKenna running up to me. She looked worried! I immediately asked what's wrong! She told me she had gotten an unknown text from an unknown number. She also said that they asked her for things, I got really confused but... the same thing had happened to me before.

Linked

Wednesday 30th November 2016

All because of bullying

I hardly have any confidence
all because of bullying

I try my best but can't work
all because of bullying ✓

I sit on my own and try my best, but can't ~~do~~
concentrate

all because of bullying

I lose my dreams because I'm weak
all because of bullying ✓

Now can't you see I want the best but can't
all because of bullying ✓

I try and try, I try to fit in but can't
all because of bullying ✓

Superb poem, Olivia. I liked the way that you used repetition in the last two lines of each verse.

↳ Fake date again

Thursday 27th May 2016

Dear Diary,

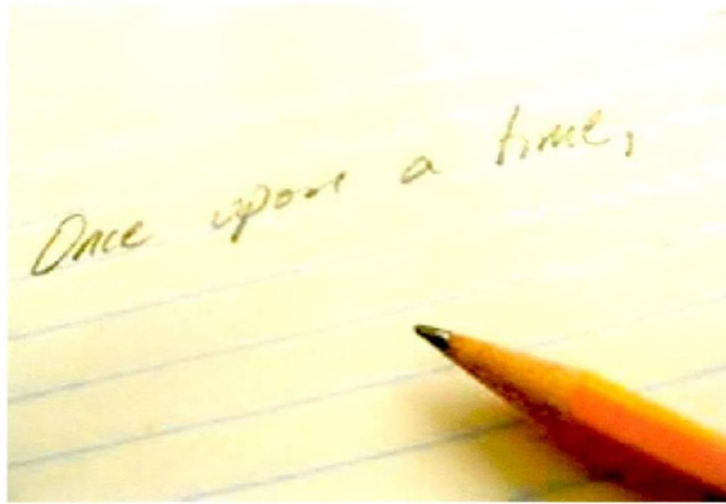
I was in McKenna's room yesterday and I found a poem. It was really deep in my feelings. This is how it goes: All because of bullying.

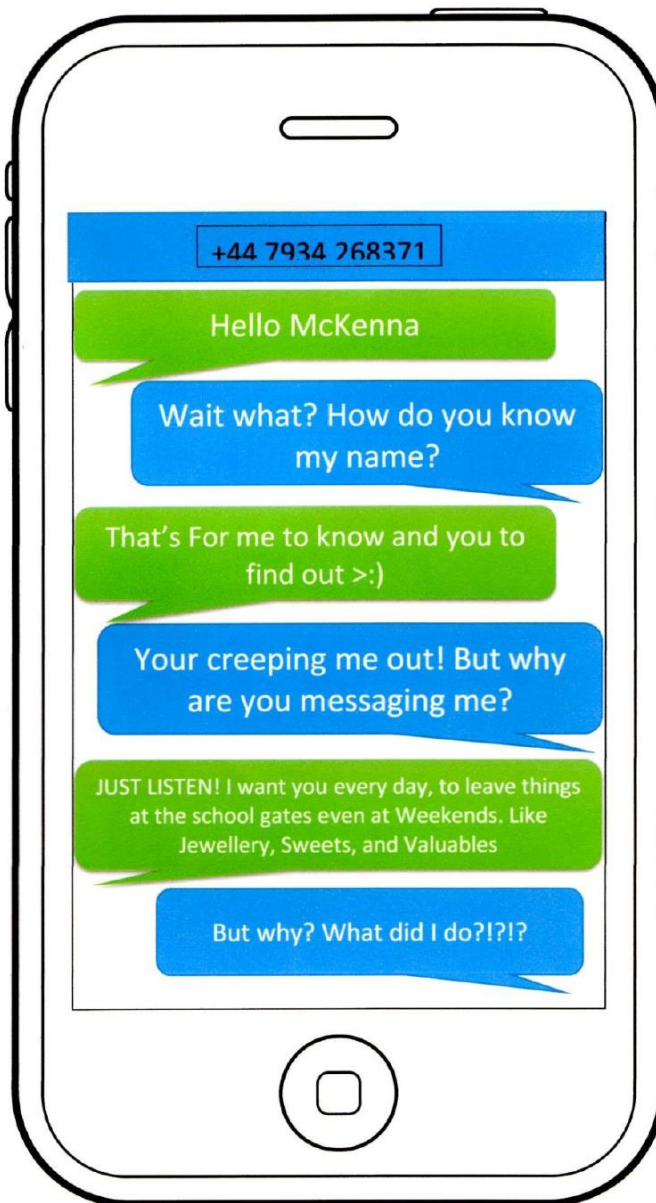
I hardly have any confidence
all because of bullying ✓

I am pleased with the effort that you gave to this task, Olivia. You have produced powerful pieces of writing in different formats and from different characters viewpoints.

Well done 😊

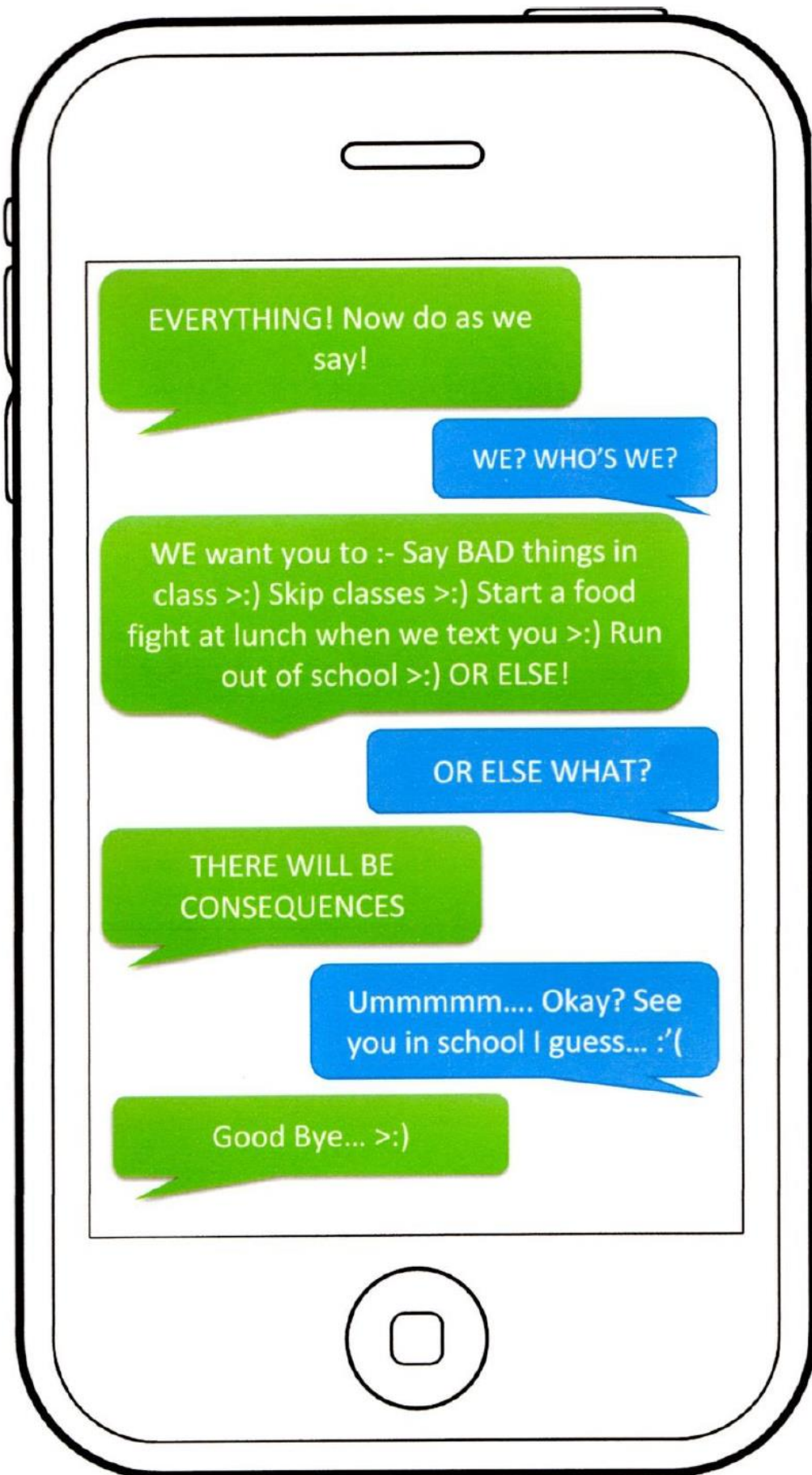
Writing Project





The pupil has chosen to use text messages to show the interaction between the characters.

She has managed to convey their thoughts and feelings successfully.



EVERYTHING! Now do as we say!

WE? WHO'S WE?

WE want you to :- Say BAD things in class >:) Skip classes >:) Start a food fight at lunch when we text you >:) Run out of school >:) OR ELSE!

OR ELSE WHAT?

THERE WILL BE CONSEQUENCES

Ummmmm.... Okay? See you in school I guess... :(

Good Bye... >:)

McKenna's Story

As I walked towards the school gates I could see my BFEL, Aimee. I ran up to her panicking.

"What's wrong?" Aimee asked confusingly.

"I got a message from an unknown number!" I cried.

"WAIT? Did 'they' ask you for things?" She asked

"Yes! 'They' did!" I screeched.

"Millie and Chloe..." Aimee said as she peered over at them. "We need to go see Symphonie and Taylor."

As we walked towards Symph and Tay (Symphonie and Taylor) I felt someone trip me up. When I looked behind me I saw Millie and Chloe laughing at me. In the next minute I feel hands helping me up. It was Symph and Tay. Aimee had went to the nurses office waiting for me and girls to appear. When we got there, I had blood on my tights and cuts on my hands. Knees and elbows. I was pretty sure some of them would scar. Later I told Symph and Tay EVERYTHING.

"Oh that's awful!" Symphonie said worryingly.

"What the? Why?!" Asked Taylor.

"I really don't know!" I said as tears rolled down my face.

So a few weeks had passed and everyday I had brought things to the school gates. My mum thought I was bringing things to school for Charity >_<. Symphonie and Taylor decided to take matters into their own hands. They went around asking random people for their phones and password! I hate them for that! Anyway they found out the culprits. It WAS Millie and Chloe. I will never speak to them again! They took most of my things and never gave them back!!!!!! :(

A few years later

Millie and Chloe have been nice lately? I'm so confused.

"Hey McKenna..." Millie and Chloe said.

"What?! Oh it's you two..." I spoke sadly and quietly.

"Listen, we are sorry for what we made you do!" Millie cried.

"Yeah! We feel really bad." Said Chloe.

"Can I have my things back?" I asked.

The pupil has chosen to write this text in narrative form telling the story from the main character's point of view.

"Sure, you can have EVERYTHING!" screamed the girls.

"Thanks, I really appreciate it!" I said happily.

"Just come round to my house when you want them!" Said Chloe.

And so the 'war' was over. I got ALL my things back and now I'm a big sister. Life is better now that Chloe and Millie have stopped all their antics.

The pupil has successfully described the thoughts and feelings of her main character.

Next steps would be to develop the story to include details about the strategies that the main character could have used to deal with the incident. Who could they have asked for help?

The pupil used a dictionary to check spelling. She made improvements to her text after writing the first draft. These were based on self-correction and teacher and peer feedback that were given throughout the writing process.

Monday 24th May 2016

Dear Diary,

I was at school the other day and all I saw was McKenna running up to me. She looked worried! I immediately asked what's wrong! She told me she had gotten an unknown text from an unknown number! She also said that 'they' asked her for things. I got really confused but... The same thing had happened to me before! When it happened to me it was Millie and Chloe, the school bullies. Later that day we went over to Symphonie and Taylor, Our two best friends EVER! Someone had tripped up Kenna on our way to them! I had gone to the nurse's office to tell her what had happened. I waited till the girls came. When they got there, Kenna had blood on the tights and cuts on her knees, hands and elbows. She said she was positive some would scar. She told Symph and Tay everything when she was cleaned up. She was crying A LOT! She still brought things to school though! I feel so bad for her ☹

Yours sincerely,

Aimee



The pupil has chosen to write a diary entry to convey the thoughts and feelings of the main character's best friend.

Thursday 27th May 2016

Dear Diary,

I was in McKenna's room yesterday and I found a poem. It was really deep in my feelings. This is how it goes 😞 : All because of Bullying'

I hardly have any confidence

All because of bullying

I try my best but can't work

All because of bullying

I sit on my own and try my best but can't concentrate

All because of bullying

I loose my dreams because I'm weak

All because of bullying

Now can't you see I want the best but can't

All because of bullying

I try and try, I try to fit in but can't

All because of bullying

By McKenna Jones

The pupil has chosen to write a poem describing the feelings of the main character.

She has used emotive language to convey the main character's thoughts and feelings.

Writing Project Success Criteria The pupil can:	Teacher Comment
<ul style="list-style-type: none"> spell most words including common words accurately after correcting. 	You have managed to spell most words correctly.
<ul style="list-style-type: none"> use spelling rules, word banks and/or dictionaries to help spell ambitious vocabulary. 	You used some more ambitious vocabulary and made use of a dictionary during the first draft stage.
<ul style="list-style-type: none"> choose examples of different kinds of texts in their Writing Project. 	You used the mobile phone outline, narrative text, a diary entry & a poem.
<ul style="list-style-type: none"> engage the reader in parts of their writing. 	You used specific techniques to engage the reader - block capitals, emotive language.
<ul style="list-style-type: none"> use technology to enhance the layout and presentation. 	You used different layouts depending on choice of text. You used images.
<ul style="list-style-type: none"> use a computer to spell check words. 	The spell check facility was used to check spelling.
<ul style="list-style-type: none"> improve their writing when redrafting their work by using self-correction, peer and teacher feedback. 	You used a Correction Code during and after the first draft. Peer feedback was used after first draft. Teacher feedback gives throughout.
<ul style="list-style-type: none"> explain, to the reader, feelings and reactions of characters through the collection of texts that they have produced. 	You managed to explain the feelings & reactions of different characters through your choice of text.
<p>Overall teacher's comment - Well done [REDACTED]. You have worked hard to produce a good Writing Project which explores your characters thoughts and feelings.</p> <p>Next steps - In your narrative text I would have liked to see you develop the story a bit more to include details about the strategies that the main character could have used to deal with the incidents.</p>	

Group Discussion - Assessment of Skills

Health and Wellbeing Scenarios

What Would You Do?

Date - 9/11/16

Group Members A B C D

Success Criteria The pupil can:	Teacher Observation of skills (Pupil's initials)	Teacher Comment
Listen without interruption	A C B D	Each group member met this target. A took on the role of group leader and managed the task very well.
Challenge ideas that s/he disagrees with, without insulting the contributor.	A B	A displays the ability to challenge ideas in a very mature way. B needs to work on the language that she uses when she disagrees with a comment. C and D are not keen to disagree with other group members ideas and require more experience of this.
Give opinions, and question the group, about given scenarios.	A B	C and D were able to give an opinion when asked by the group leader but neither asked questions.
Contribute to class discussions.	A B D	A and B and D volunteered contributions during the class discussion. C contributed when prompted.
Give reasons for opinions during class discussions.	A B	A and B both very able to justify their opinions. C and D required some support to share their opinions with the class group.