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'.

Authority Code	A
Practitioner Code	A3
Curriculum Area(s)	Literacy and Technology
Level	Early
Stage(s)	Primary 1
Specific subject (if applicable)	

Experiences and Outcomes:

I can use signs, books or other texts to find useful or interesting information and I use this to plan, make choices or learn new things. LIT 0-14a

Through discovery, natural curiosity and imagination, I explore ways to construct models or solve problems. TCH 0-14a

Learning Intentions:
- To use books to find information
- To use information to make a plan
- To construct a model
- To use my imagination to plan and construct a model

Success Criteria:
- I can look at pictures and words to find useful information about a character and setting
- I can draw a picture of a character using information from a book
- I can identify words to describe my character
- I can make a model of my character using my planning ideas
- I can draw a picture of a setting using information from a book
- I can use my own ideas to create a plan of a setting
- I can use my ideas to make a model of a place for my character to live.

Briefly outline the context and range of quality learning experiences that have been provided making reference to the chosen design principles.
Lesson 1 – Discuss concept of villains and heroes. Look at range of fairy-tale books to find villain characters. Pick a book and draw a picture of your favourite villain. Pupils make mind map notes of interesting information to describe character(Personalisation and choice of books/characters, relevance to fairyland context for learning topic)

Lesson 2
Pupils using planning notes to create a model of their villain. Discuss suitable resources needed (Progression of using previous knowledge, application of another skill, personalisation and choice of model making resources.)

Lesson 3
Introduce character problem in context with Fairyland topic – 'My home has disappeared – can you make me a new home?'
Discuss setting of various books and suitable home ideas for different characters. Pupils look at books to make a setting plan by drawing and writing labels. (Coherence – using same theme and character throughout lessons)

Lesson 4
Pupils use planning notes to construct a model of their setting idea. (Challenge and enjoyment of using prior knowledge of character and planning notes to solve a design problem, breadth by applying knowledge of literacy bundling with technology outcome)

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 – Childs comments of learning
I can look at pictures and words to find useful information about a character and setting
I can identify words to describe my character

MAKE – Photographs of character and setting models(see evidence)
I can make a model of my character using my planning ideas
I can use my ideas to make a model of a place for my character to live

WRITE – Planning pages of character ad setting using pictures and labels
I can draw a picture of a character using information from a book
I can identify words to describe my character
I can draw a picture of a setting using information from a book
I can use my own ideas to create a plan of a setting

DO – photographs of pupils using books to find information(see evidence)
I can look at pictures and words to find useful information about a character and setting.

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 – see annotations, pupils were praised for selecting information and using it in their plan
The pupil was able to traffic light their independent work which was discussed with the teacher on completion

Next Steps – to use unfamiliar texts to find useful information(about characters/setting)
To use text clues to find information(as pupil was primarily using picture clues)

Pupil Voice:
What have you learned? How did you learn? What skills have you developed?
I learned that villains are baddies and they are naughty. They do stuff wrong.'

I learned about the wolf because I looked at the book

I learned that if I find things tricky then I need to keep trying to think of things to make it easier

I learned by trying out lots of different ideas

I can make anything when I use imagination. I've got lots of ideas!'

Did the learner successfully attain the outcomes?   YES

Lesson 1

Success Criteria 1 – I can look at pictures and words to find useful information about a character and setting.
Success Criteria 2 – I can draw a picture of a character using information from a book.
Success Criteria 3 – I can identify words to describe my character.

> The big bad wolf is my favourite because he pretends to be Little Red Riding Hood's gran.
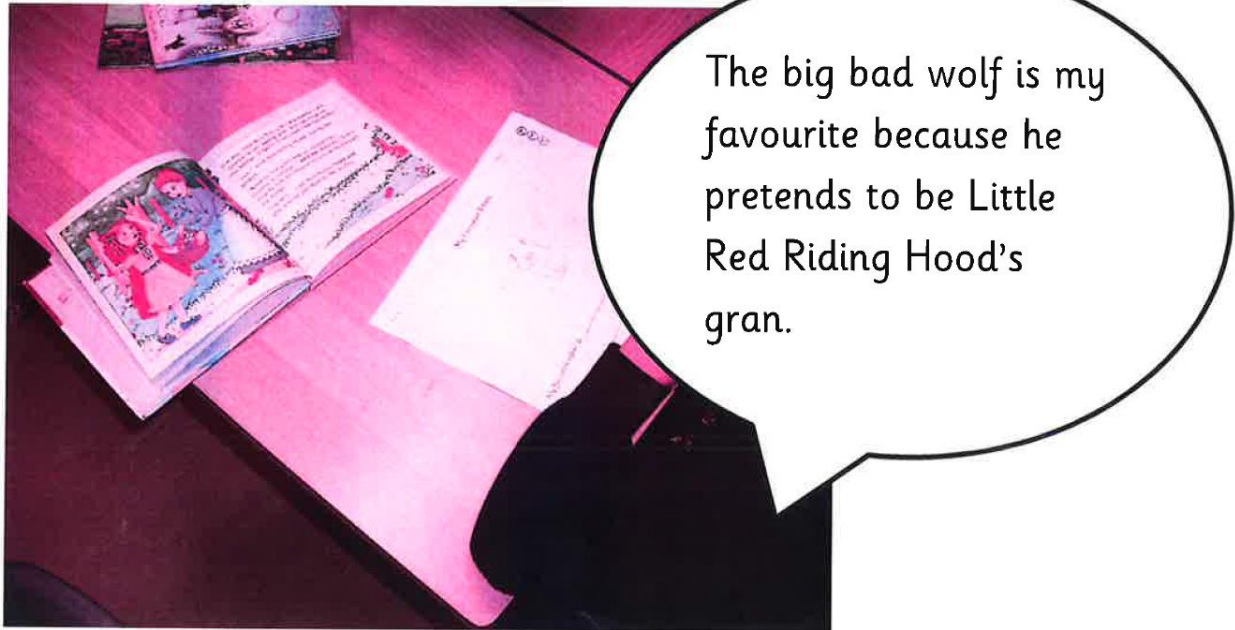
A was able to select a book and choose a villain from the fairytale story (the wolf). She was able to point to relevant pictures as she explained why the wolf was a villain. A was able to draw a picture of her character using clues from the book *(see planning page 'My Favourite Villain')*. She was able to use the picture clues and knowledge of the story to identify her own words to describe the character *(see speech bubble)*. A was able to read and write appropriate words from the book onto her planning page to describe her favourite villain.

My Favourite Villain

Date:

hair
bigears
haklas
sharps
teth

The nud
mutklm
our

My favourite villain is The byBad Woof

because _____ Strae
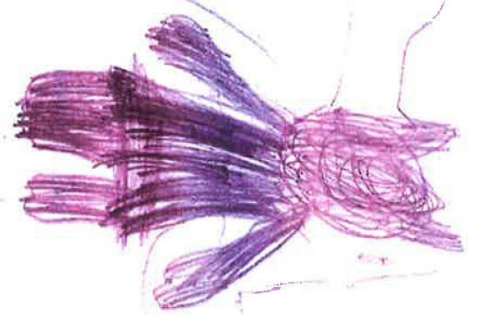
Lesson 2

Success Criteria 4 – I can make a model of my character using my planning ideas.

> I have to do the head then the ears.

> My head is not staying up. Maybe I could put something behind it.

> I made those balls because it keeps falling down so that made it stand up.

A was able to use her planning ideas to make a model as she often referred back to her planning page throughout the lesson *(see picture 1, top left)*. She was able to read her notes to remind herself of the character features needed for her model. A was able to think creatively to solve a design problem *(see picture 2 and 3 comments)* in order to construct a model that would stay up by itself.

Lesson 3

It's a tree house because he can see if there's any children coming, jump down to there and then come down and scare the children away. I'm thinking about it by looking at the book… because he likes the bed in the house so I'll give him a bed in the tree house. I'll do the bed in the tree house if I can fit it in the window!

A was able to select the book that she needed with her chosen character and look at the pictures to find useful information. She independently used her knowledge to make a plan for a new home for her favourite villain. A was able to think imaginatively about a setting that the wolf would live in, as the story focuses more on the setting of Little Red Riding Hood. She was able to draw a picture of her new setting (a tree house) and add labels of features that she thought the wolf would like *(see planning page 'My Villain's New Home').*

I can draw a picture of a setting using information from a book.

I can use my own ideas to create a plan of a setting.

My Villain's New Home

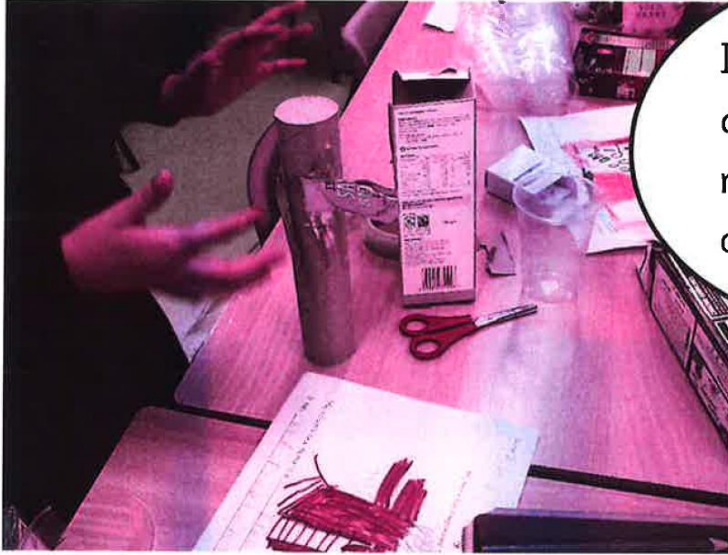Date:

My home has disappeared! Can you draw me a new home?

Tree Hous

Tree

bed

table

My villain's new home is a _____ Tree hous

It has _bed Tree to balkonsthe hous on_

Lesson 4

Success Criteria 7 – I can use my ideas to make a model of a place for my character to live.
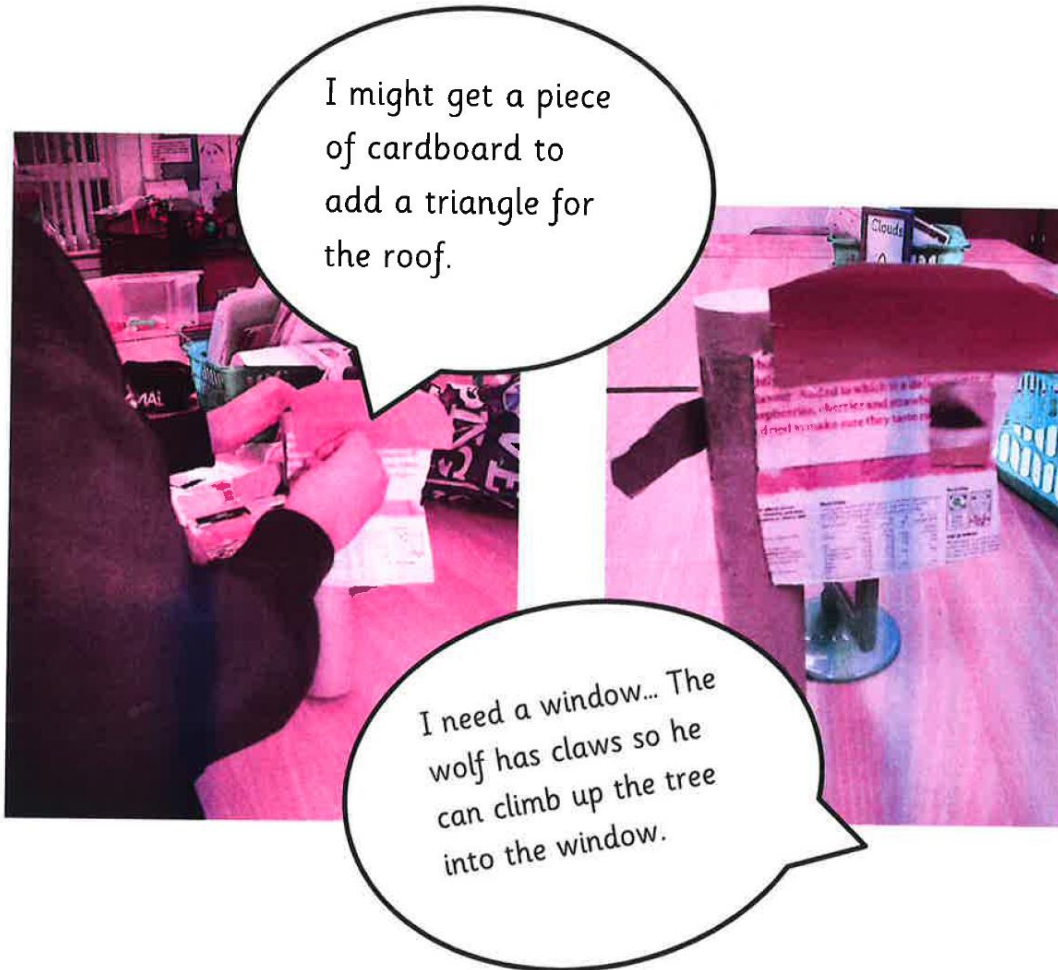

I'm gonna make a branch. I'm making a tricky one.

I need to find something to make a ladder. I can't do the side bits so I'm going to do a rope for him to climb up and down.

I might get a piece of cardboard to add a triangle for the roof.

I need a window... The wolf has claws so he can climb up the tree into the window.

A was able to use her imagination to make a model of a tree house for the wolf, as she considered the character features (his claws) and design issues (a rope ladder for the wolf to gain access to the setting. She used her planning page *(see picture 1, top left)* and referred back to the sheet throughout her model making, which meant that she remembered to add the roof and window.