

**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	M3
Curriculum Area(s)	Science
Level	First
Stage(s)	P2
Specific subject (if applicable)	The Senses

Experiences and Outcomes:

**I have explored my senses and can discuss their reliability and limitations in responding to the environment. SCN 1-12b**

**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:

- To explore my sense of sight
- To discuss limitations of sight and how this impacts on everyday life
- To follow a series of instructions accurately
- To listen to and cooperate well with a partner.

Success Criteria:

- I can:
- Follow a set of instructions to move through a basic hazard course.
- Work co-operatively with a partner
- Describe what they saw, heard and how they felt when working with a partner
- Connect this experience with people who live with a disability.

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

**Challenge and enjoyment**

**Move through an obstacle course while blindfolded and listen to partners instructions**

**Complete jigsaw puzzle(showing picture related to sight impairment) with group**

**Play 'find the sound'**

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** Pupil comments

**Do**

Walk around the gym hall with their eyes covered to support discussion about how people cope with a sight impairment.

Played 'Find the Sound' – Pupil sat in the middle of a circle with their eyes covered. Noises were made and the blindfolded child had to identify which direction the sound was coming from.

Complete jigsaw puzzle which shows a picture related to sight impairment.

Discuss puzzle pictures and how sight impairment impacts everyday life.

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.

You have explored your sense of sight and were able to say that it is important to listen carefully when you cannot see. You were able to listen to your partner and ask questions to complete the obstacle course safely. You have shown some understanding of the feelings and difficulties related to sight impairment. We will find out more about how people with disabilities are supported .

**Pupil Voice:**

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

It is easier to use my senses together when I move around the gym hall. I felt nervous walking with my blindfold on. I need to be slower and listen more with my blindfold. Someone who is blind needs to use things to help like a guide dog, walking stick or a friend's voice to follow. I wouldn't be able to play tig with my friends.

# Learner Evidence

**Experiences and Outcomes**

I have explored my senses and can discuss their reliability and limitations in responding to the environment.

Early/First/Second Level			
Evidence of learning			
SAY	MAKE	WRITE	DO

**Context for Learning**

In P2 we have been learning about the 5 senses. This science topic has drawn on much factual information as well as looking at the work of specific charities eg., RNIB and the case studies therein. This lesson gave the pupils the opportunity to:

- Explore the sense of sight
- Discuss possible limitations and sight impairment and how this impacts on everyday life
- Follow a set of instructions carefully
- Listen to and cooperate well with a partner



**Success criteria**

- Pupils can follow a set of instructions from through a basic obstacle/hazard course
- Pupils will work cooperatively with a partner  
Pupils will be able to describe what they saw, heard, and how they felt when working with their partner
- Pupils can connect this experience with people who live with disability

**Teacher Voice**

This lesson gave pupils the opportunity to connect up their learning. It brought relevance to their Senses topic as well as challenge and enjoyment. Pupils were asked how difficult they thought this exercise would be but most found this more challenging and not something they would like to live with. Pupils were able to report back on this learning and verbalise how limiting life would be without site.

Following on from the last SC further research on how people with disabilities are supported would be beneficial.

**SALS**

*Knowledge and understanding of scientific ideas, principles and concepts related to Biological systems*

Develop a curiosity and understanding of their environment and their place in the living, material and physical world.

**Pupil Voice**

It is easier to use my senses together.

I felt nervous walking with my blindfold on.

I need to be slower and listen more with my blindfold.

Someone who is blind needs to use things to help like a guide dog, a walking stick or a friend's voice to follow.

I wouldn't be able to play tig with my friends.

