

**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	V
Practitioner Code	V11
Curriculum Area(s)	Literacy & English & RME
Level	Early
Stage(s)	P1
Specific subject (if applicable)	

Experiences and Outcomes:

To help me understand stories and other texts, I ask questions and link what I am learning with what I already know. **LIT 0-16a**

I am becoming aware of the importance of celebrations, festivals and customs in Christian people's lives. **RME 0-03a**

Learning Intentions:

To ask and answer questions.
To be aware of the importance of Christian celebrations.

Success Criteria:

I can ask and answer questions about the Christmas Story.
I can say at least two ways Christian people celebrate Christmas.

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

Assess prior knowledge. What do you know about the Christmas Story? How do you celebrate Christmas? (Relevance)
Read The Christmas Story (IWB)
Sort questions – easy to answer/harder to answer (Challenge)
Ask a question - Roll the dice and ask a question beginning with Who? What? When? Where? Why? How? (Breadth & Depth)
Play **Guess my Question**. Read the story again stopping at certain places to 'Guess my question.' Use the lolly sticks ask for a question that would make sense for that part in the story. (Progression)
Watch cbeebies programme Let's Celebrate. Think, Pair & Share – how Christians celebrate Christmas.
Pick an item from the bag (Christmas card, Advent calendar, tree decoration, figure from the Nativity scene, present...) – discuss why these traditions are important to Christian

people. REquest resource
Twinkl – How We Celebrate Christmas PowerPoint

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

- Identify 2 or more Christmas traditions.

Write

- Write a question to ask a friend.

Do

- Sorting questions – easier to answer/harder to answer

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

Feedback – please refer to annotations on evidence

Verbal feedback was given during class discussions and pupil-teacher dialogue.

Peer feedback was given at the end of the lessons

'Excellent. You were able to talk about ways Christian people celebrate Christmas.'

'Well done. You used the question dice to ask some great questions about The Christmas story.'

'Good job. You were able to sort the questions into groups – easier to answer and harder to answer.'

Next Steps –

Pupil

'I'd like to make some decorations. Make Christmas presents for our family and visit Santa at his house.'

Teacher

To provide a 'provocation' using various Christmas decorations, wrapping paper and cards etc.

To read more bible stories.

To invite our local minister in to talk to the children about Christianity.

Pupil Voice:

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

T – What have you learned?

P – Lots of different question words. I learned about the angel Gabriel giving Mary the good news. That was my favourite bit, no actually when I saw the baby, he was so cute. They celebrate when Jesus was born by going to church, by praying. They put an angel on top of the tree, instead of stars because of the angel Gabriel. They give presents and Christmas cards. Christmas is the day Jesus was born.

T – How did you learn? (What activities did we do?)

P – We sorted questions. Some were tricky because I couldn't answer them because I didn't hear them in the story. We watched a video. Looking at Christmas things in the box. Doing the play aswell – 'The 'tivity'

T – What skills have you developed?

P- I understand more about Christians. I know all the songs. I know all about it. I can make up questions.

Did the learner successfully attain the outcomes? **YES**

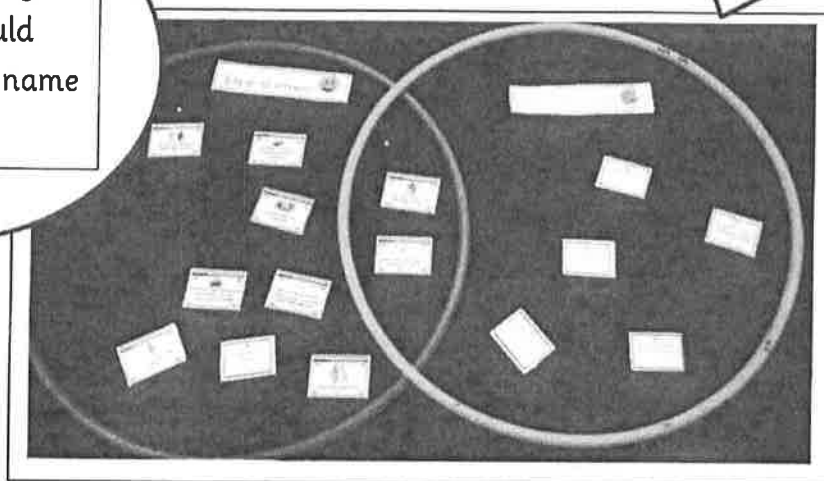
L.I To answer questions.

Teacher

Pupil

Because it's easy to answer if I could remember the name of the place.

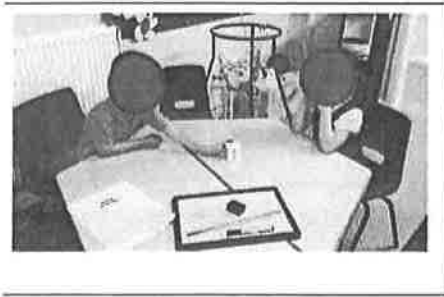
Why did you put that one in the middle?



S.C I can answer questions about the Christmas story.

Good job. You were able to sort the questions into groups – easier to answer and harder to answer.

L.I To ask questions.



Pupil

That's a tricky question.

Teacher

Do you know the answer?

Pupil

No, that's what makes it hard.

Asking Questions

Title: The Christmas Story

Who was Mary led by angel Gabriel?

Why did Mary and Joseph go to Bethlehem?

Where did Mary and Joseph live?

Who came to see baby Jesus?

Verbal feedback given

Teacher

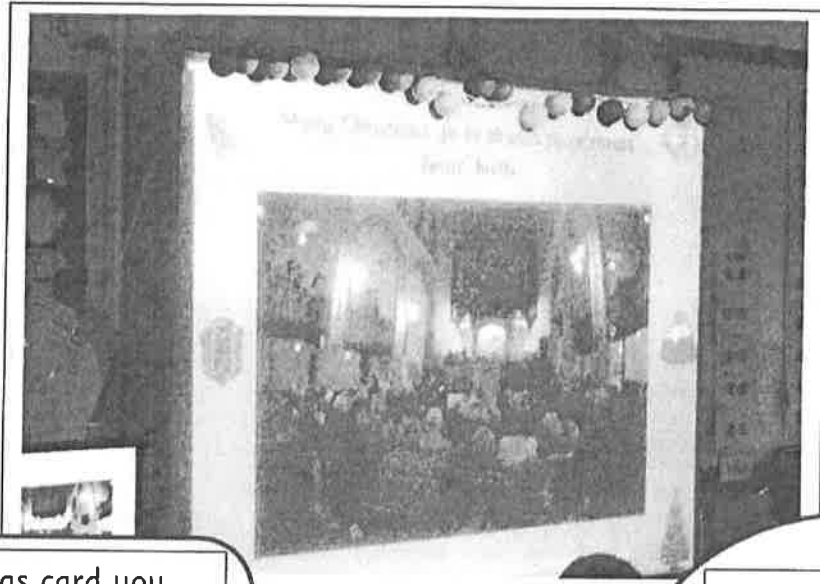
Well done. You used the question dice to ask some great questions about the Christmas Story.

S.C I can ask questions about the Christmas story

L.I To be aware of the importance of Christian celebrations.

An advent calendar is to count down the days till Christmas.

Christmas presents are for giving to people at Christmas...The kings brought presents for baby Jesus.



On a Christmas card you might see the stable, or an angel or a bright star, or a snowman or Santa...

We deliver cards to people to say Happy Christmas.

S.C I can say at least two ways Christian people celebrate Christmas.

Success Criteria	Self Assess	Peer Assess
I can ask questions about the Christmas story.	●	●
I can share my knowledge of Christmas.	●	●
I can say at least two ways Christian people celebrate Christmas.	●	●
I can explain why Christmas is important to Christian people.	●	●

