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	W
Practitioner Code	
Curriculum Area(s)	Literacy and English and Technologies
Level	Early
Stage(s)	Primary 1
Specific subject (if applicable)	

Experiences and Outcomes:
See Evidence Template

Learning Intentions:
See Evidence Template

Success Criteria:
See Evidence Template

Briefly outline the context and range of quality learning experiences that have been provided making reference to the chosen design principles.
In technologies I had previously conducted a lesson in how to use an Ipad to make a Stop Motion film. All children had had the opportunity to do this in small groups whilst being supported by me. Sequencing is a skill that we have been looked at regularly since the start of Primary 1 and the children have experienced this in a variety of different ways such as ordering pictures, sentences, using puppets, figures, comic strips and acting. They often chose to use these resources during child led learning to retell stories or create their own.

I read the story of Goldilocks and the 3 Bears to the class as a whole. We discussed the story using Thinking Reader strategies. I explained the learning intention to the children and we created success criteria for it. There are two reading groups in the class and each group was allowed to select how they want to sequence the story. Child A was working in a group who chose to create a Stop Motion Film.

The classroom is set up with the children having daily opportunities to engage with a teacher directed task, a teacher initiated task and child led learning. Personalisation and choice and enjoyment are a daily part of learning as a result of this. Child A chose to play at the writing table and then selected a comic strip to write on. He chose to create the story of Goldilocks and the 3 Bears after the lesson I had taught on it the previous day. There a range of resources on offer and these change frequently. Child A selected the more challenging comic strip template as it had 3 boxes and lines for text. During teacher tasks he is now confident in writing a sentence or two. He is starting to use "and" to join two sentences together. He is also beginning to identify what support he needs by going to word wall and also by suing the common word strips on the table. In this manner he is combining the skills he is learning in phonics, reading and writing to create his own text.

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

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

Pupil Voice:
What have you learned? How did you learn? What skills have you developed?
See Evidence Template

Did the learner successfully attain the outcomes?   YES/NO

Experiences and Outcomes
I enjoy exploring events and characters in stories and other texts, sharing my thoughts in different ways. LIT 0-19a
I enjoy playing with and exploring technologies to discover what they can do and how they can help us. TCH 0-01a

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

Learning Intention - to sequence a story.
Success Criteria (created with children)
- I can use the main bits of the story.
- I can put the story in the right order.

Context for Learning

The children had the story of Goldilocks and the 3 bears read to them. We talked about the story as a class. The evidence was taken over two lessons. The film was the result of a teacher directed task whilst the comic strip came from child led learning. The child was playing at the writing table and chose to use a comic strip to make a comic of Goldilocks and the Three Bears. He produced this work independently. He used the book to spell house and porridge and sounded out the other words. The comments in Pupil Voice are his contributions during the class discussion when the reading of the book and after he had produced the comic strip.

Peer Assessment – Child shared comic strip during plenary. Child B commented that he had "all the bits the same as Goldilocks" in his story.

My comic strip
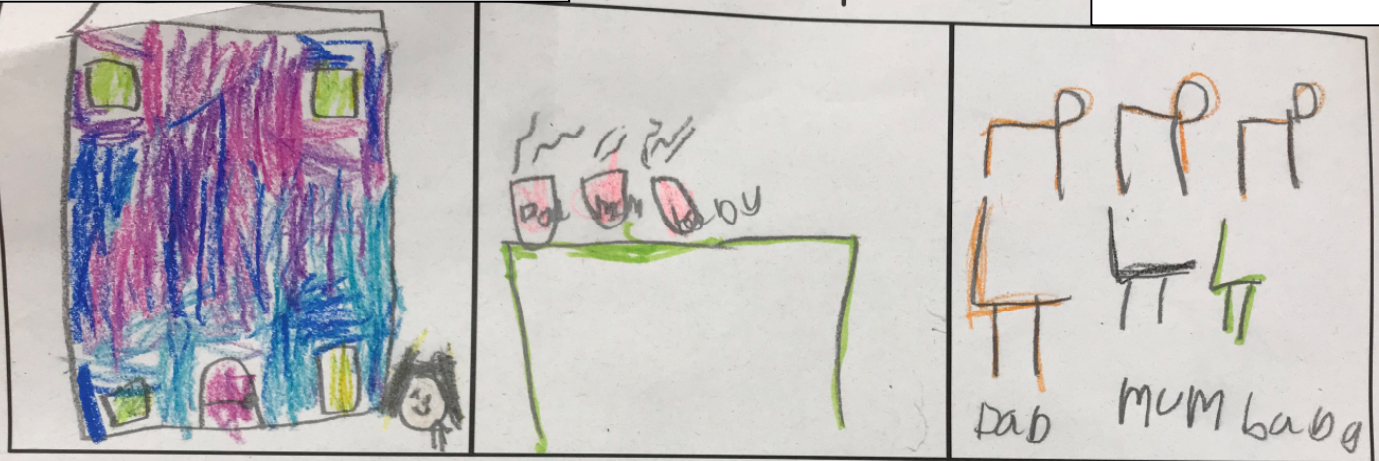
She woks into the house
shetreis the porridge + the chair
and the beds.

Dad mum babg

Benchmarks

LIT 0-19a-Contributes to discussions about events, characters and ideas relevant to the text.
Shares thoughts and feelings about stories and other texts in different ways.
Retells familiar stories in different ways, for example, role play, puppets and/or drawings.
Relates information and ideas from a text to personal experiences.

Pupil Voice – "I like this story because I like Goldilocks. She looks like Jasmine. She shouldn't have gone into the house because of strangers. I don't like porridge. My dad does."
"Look, I have done a Goldilocks story." "It's just the same". Work was child led ao there was no learning intention set by the teacher. The work is evidence of the teaching done in previous lessons. The child was able to apply their learning independently. We agreed to get a comic strip with 4 boxes and to try a joining word.

Experiences and Outcomes

I enjoy exploring events and characters in stories and other texts, sharing my thoughts in different ways. **LIT 0-19a**

I enjoy playing with and exploring technologies to discover what they can do and how they can help us. **TCH 0-01a**

<mark>Early</mark>/First/Second Level

Evidence of learning

SAY	MAKE	WRITE	DO

Context for Learning

I explained to the group that we wanted to practise being able to sequence a story. This concept has been taught in previous lessons and the children have had experience of many different ways to do this. We talked about different resources we could use to do this such as puppets, acting, drawing or retelling the story by making a Stop Motion film. This is something the children have done before and loved. The children chose to use the Ipad to make a film. They disregarded using teddies quite quickly and decided to build a setting using Lego. They asked me for the top of a tough tray to build in. They chose to work in a group as they thought would need some people to take photographs and some to move the figures. They decided to take turns to do both.

Benchmarks

TCH 0-01a - Discussed times when they have used different technologies.

Pupil Voice - Observations from Stop Motion Film of Child A

Child A - I got a tablet from Santa. I play Sumdog on it and I can draw on it too.

Child C - I can't remember the password.

Child A - I do. Here I'll do it. I know the picture we need too. That's it there.

Child A - I don't think the teddies are good as the bears. They fall over. You can't move them.

Child B - But it's my Panda and I want him to be in it.

Child A - But you can't move them a little bit only a big bit. They don't stay up.

Child B - Let's use Lego and build it. There are wee men.

Child A - Yeah! I want to make a cottage. And trees.

Child A - This is so good. We need to make the cottage and bowls of porridge. Can I make the bowls from blue tac?

Child A - The baby bowl looks too big we should make it littler.

Child A - This is so cool. I want to take a photo. It's my turn.

Child A - Can I help make chairs? The beds need to be different sizes.

Teacher - How are you going to end the film?

Child A - Let's do her running away when the bears come back.

On seeing the film – I loved doing that. I want to make another film. We need to move the things in littler bits. Teacher agreed and we discussed and viewed the P4/5 Stop Motion film to see how we could improve.

On discussion of success criteria - I can green everything on there. I put the Ipad on.

Child was able to log in, enter password and open StopMotion app. I set the Ipad up on the desk. The children moved the figures independently and took pictures. He talked about using digital technologies in and out of school to help with learning.

Learning Intention – to play and explore digital technologies.

Success Criteria
-I can log on to an Ipad
-I can put in the password
-I can use an Ipad to make a film.

Child can identify the characters, setting and main events in the story. He is able to put the events in the correct order when organising the shooting of the film.