

**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	F
Practitioner Code	F12
Curriculum Area(s)	Literacy and Art & Design
Level	First Level
Stage(s)	P3
Specific subject (if applicable)	

**Experiences and Outcomes:**

I can share my thoughts about structure, characters and / or setting, recognise the writer's message and relate it to my own experiences, and comment on the effective choice of words and other features.

**ENG 1-19a**

I can create and present work using the visual elements of line, shape, form, colour, tone, patterns and texture.

**EXA 1-03a**

Using what I know about the features of different types of texts, I can find, select, sort and use information for a specific purpose.

**LIT 1-14a**

**Learning Intentions:**

To create a picture using some of the visual elements.

To find, select and sort appropriate information.

To identify relevant and effective word choice.

To share my thoughts about a character.

**Success Criteria:**

- I can use line, shape and colour to create a drawing.
- I can use text marking to find and select relevant information
- I can present relevant information in a way that makes sense.
- I can comment on the effectiveness of word choice.
- I can share how I created my character.

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

Previously in art, the children have been exploring the visual elements of line, shape and colour. They have discussed the proportion of facial features and have followed instructions to draw a self-portrait. In literacy, the children have been working on using text marking to identify relevant information and have had experience displaying this in different formats.

To demonstrate an understanding of these skills, the children have been asked to solve a mystery involving a lost classroom toy. To help them solve this problem they were provided with four witness statements, each giving a range of relevant and irrelevant information about the suspect's facial features. The children then had to:

- Highlight the appropriate information from each witness.
- Collate this information in their chosen format.
- Decide which witness provided the most comprehensive information.
- Use this information and the taught visual elements to create an Identikit of the suspect.
- Explain what information they used to create their character.

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

#### Write

- Highlight relevant information from text.
- Create a suitable format for displaying relevant information.

#### Make

- Drawing of suspect using identified visual elements and appropriate information from the texts.

#### Say

- Discuss the information selected to help with the drawing.
- Discuss effectiveness of their drawing in helping them find the suspect.

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

Peer assessment after collating information in a chosen format. (2 stars and a wish)

The pupil self-assessed her drawing and table against the success criteria using traffic lighting and identified relevant next steps in a written comment.

Oral feedback relating to the learning intention and success criteria was provided by the teacher throughout the learning experience, alongside a written comment for her completed table and drawing.

**Pupil Voice:**

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

I have learned how to highlight key information. I left out facts that weren't important because I didn't need to use them in my drawing.

I have learned how to draw great portraits and draw the features the correct size and put them in the right places.

I learned by drawing each facial feature in steps, taking my time to draw each thing very carefully. I learned about the shapes of the ears, eyes, nose, mouth and chin. I learned how to draw hair to make it look real. I used different colours and shades to colour my picture.

I learned to highlight key information by looking carefully for the key words in the witness statements. I have now learned that I should highlight key words instead of whole sentences.

I have developed my drawing skills. I know a lot about shapes and colour. I know how to draw a portrait. I have also developed my note-taking skills.

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

## The Missing Toy – Eye Witness Reports

Highlight relevant information which may help you to create an Identikit image.

<i>Witness A</i>	<i>Witness B</i>
<p>At approximately 4pm on Friday 7<sup>th</sup> January, when I was walking along the Primary three corridor, I heard a noise coming from one of the classrooms. Although it was fairly dark, I could make out a tall figure of a woman standing at the filing cabinet. Her face and long neck were almost completely hidden by a long wavy mane of dark brown hair falling over her shoulders. Her hair was parted to one side and a fringe fell over half her forehead. I asked if I could help but she replied, 'No thank you,' and hurried away along the corridor.</p> <p>As she walked away I could see that she was wearing a long purple coat with bright yellow spots. The spots on her coat were the same bright colour as her round earrings. I remember thinking she had a lovely necklace on. It was a gold chain with a beautiful round, blue stone in the middle that sparkled like the moon.</p>	<p>I was rushing to the ICT suite when I bumped into someone leaving the Primary 3A classroom, causing her to drop a pink fluffy object on the floor. She hastily picked it up and ran down the corridor towards the Primary one classroom.</p> <p>Although she moved away very quickly, I had time to notice that she had pale skin, rosy cheeks and was wearing bright red lipstick. Fifteen minutes later when I left the ICT Suite, I saw this lady talking to one of the school cleaners in the corridor. It must have been about 4.30pm. I remember noticing that she had large brown eyes, spaced evenly apart and sitting below very neat brown eyebrows. Her eyebrows were shaped into a perfect arch that followed the curve of her eye. She was carrying a large book and a selection of soft toys.</p>
<p><b>Witness C</b></p> <p>On Friday afternoon, I was walking to the school office to make a phone call. When I reached the Primary 3 corridor, I saw a woman walking very quickly in front of me. Her arms were stretched out in front of her because she was holding a soft, pink toy. As she moved through the corridor I could tell she was in a hurry because she was almost running. When she reached the end of the corridor, she turned around and briefly looked at me. I could see that she was carrying a pair of reading glasses and a brown leather bag. Unfortunately, I don't remember anything else as I was in a rush and wanted to make this phone call quickly so I could head home before it got dark.</p>	<p><b>Witness D</b></p> <p>On Friday afternoon I was tidying up in Primary 2. I heard the sound of footsteps moving very quickly along the Primary 3 corridor. Initially, I wasn't able to see her very clearly but did notice she had her hands full with a number of soft toys. As she moved towards the classroom, I saw that she had an oval shaped face with twinkling large, round brown eyes. Her eyelids were slightly darker than the colour of her face and she had a lot of thick, long eyelashes. She had dark hair and I was still able to see her small ears peeking out from behind her luscious locks. I was unable to see the expression on her face but she had full bright red lips. She had a medium size nose that was symmetrical. I watched her as she disappeared around the corner.</p>



Elise

WANTED



## Peer Assessment

• I can use text marking to find and select relevant information



• I can present relevant information in a way that makes sense.



you have highlighted lots of key words



The Table is a good idea for putting the facts together



Next time - just highlight key words and not sentence

Facial Feature	Description
Eyes	brown, large, round, twinkling Spaced evenly apart, eye lids darker.
Eye brows	in a perfect arch, very neat, brown / followed by curve of eye
Hair	long, wavy, dark brown / comes past shoulders, fringe over half of fore- head
neck	long, gold chain necklace with blue stone that sparkles like ocean
Eye lashes	thick long
lips	Bright red lipstick
Ears	Small, bright yellow round earrings
nose	medium, symmetrical
face shape	oval
skin	pale skin with rosy cheeks



## Self-Assessment

### Learning Intentions:

- To create a picture using some of the visual elements.
- To identify relevant and effective word choice.
- To share my thoughts about a character.

### Success Criteria:

- I can use line, shape and colour to create a drawing.
- I can use text marking to find and select relevant information
- I can present relevant information in a way that makes sense.
- I can comment on the effectiveness of word choice.
- I can share how I created my character.



### Pupil Next Steps:

I would like to use my skills to make a self-portrait and then draw a family member for a valentines card.

I will highlight important information when I'm taking notes.

### Teacher Evaluation and Next Steps:

You have used text marking to find and select relevant information from the text. You have presented this information in a way that makes sense.

The class enjoyed listening to your thoughts about your character and the effectiveness of word choice chosen by each witness.

You used your knowledge of line, shape and colour to create a super Identikit drawing.

### Next Steps:

Use your text marking skills to help you during note-taking activities.

Use your skills in line, shape and colour to create further drawings.

### Pupil Voice

"This activity was great fun. I really enjoyed being a detective. I highlighted all the relevant information in the witness reports. At first I highlighted the whole sentence, then I found it easier just to highlight the key words and the important information that described the suspect. This was much quicker and I was able to collect the information quite easily."

*Discussion with Teacher after highlighting activity.*

### Pupil Voice

"At first it was quite tricky to work out what the suspect looked like! All the important facts were mixed in with things that didn't matter. I only wanted information about the suspect's face so I could make an Identikit picture. When I had highlighted the important facts, I thought it would be a good idea to put all the ideas together. I thought a table would be good. It was quite easy where I had only highlighted the key words and not the whole sentence. The table helped me to see things clearly and helped me to draw my picture."

*Discussion with Teacher and Peers after deciding to collate facts in a table format.*

### Pupil Voice

"I took my time to draw my picture carefully because I wanted to catch the suspect. I used the skills we had been learning in art to help me to draw an accurate picture. I used my skills to draw the features correctly. I used all the information from my table to help me. I made sure that I was following the information from the witnesses. I was very careful to make sure the lines and shapes I drew were in proportion. I coloured my drawing carefully to match the description."

*Pupil voice during presentation to peers.*

### Pupil Voice

"Most of the witnesses gave good statements. They had remembered lots of details about the suspect's face. Some of the witnesses were better than others and gave more information. Witness C wasn't so good. This witness only told me that it was a woman and that she was carrying reading glasses. I was a bit confused if I should draw the glasses on the Identikit picture. They might not be her glasses! The other witnesses used good wow words and good vocabulary to describe what the suspect looked like so that really helped me with my drawings. It helped me when they said about colours and shapes of her facial features because it helped me to imagine what she looks like. Because I had lots of details I could draw the picture easily."

### Pupil Voice

"When I read the witness statements in class, I had no idea who it could be. After I had made my table I had some ideas. It might have been my teacher from Primary 2, but her hair was too short. I thought it might have been a lady from the office, but I've never seen her wearing lipstick. But when I had made my Identikit picture I knew who it was. I told my friends and they agreed with me! It was definitely Miss D because she looks the way the witnesses described her. She has big brown eyes and long wavy hair. She does wear lipstick and necklaces. I think she wears glasses too. I was really happy when she brought the puppet back. She had only borrowed it!"

*Pupil voice during presentation to peers.*