

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	G
Practitioner Code	G5
Curriculum Area(s)	Literacy and Social Studies
Level	First
Stage(s)	P3
Specific subject (if applicable)	Literacy

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 describe and recreate the characteristics of my local environment by exploring the features of the landscape.

SOC 1-07a

Learning Intentions:

Lesson 1

We are learning to describe the features of a setting.

Lesson 2

We are learning to describe the features of our local environment.

Lesson 3

We are learning to compare the features of a setting with our local environment.

Lesson 4

We are learning to share our thoughts on our favourite setting.

Success Criteria:

Lesson 1 & Lesson 2

I can describe the types of houses

I can describe the landscape

I can describe the types transport

I can describe what the weather is like

Lesson 3

I can identify the things that are the same for each feature

I can identify the things that are different for each feature

Lesson 4

I can draw my favourite setting

I can explain why I have chosen it

**Briefly outline the range of quality learning experiences that have been provided:
(Remember – Breadth, Challenge and Application)**

Lesson 1 – Struay

Read the story of Katie Morag and the Two Grandmothers. Discuss the setting of where Katie Morag lives and compare it to where Grannie Mainland Lives. Pupils will be shown the map of the Isle of Struay. They will then be given 4 features to identify within Struay. Houses, Landscape, Transport and Weather.

Lesson 2 – Glasgow

Pupils will be shown the map of Glasgow. They will then be given 4 features to identify within Glasgow. Houses, Landscape, Transport and Weather.

Lesson 3 – Comparing setting to local area

Pupils will write a list of the similarities and differences between Struay and Glasgow specific to the features. Pupils will also have the opportunity to add any similarities and differences out with the four features.

Lesson 4 – Where would you like to live and why?

Pupils will draw a picture of their preferred setting and they will orally justify their choice.

**Record the range of assessment evidence that was gathered (Say, Write, Make, Do)
Evidence**

Lesson 1 – Worksheet on features of Struay
Peer Assessment

Lesson 2 - Worksheet on features of Glasgow
Self-Assessment

Lesson 3 - Written report on Comparison of Struay and Glasgow
Teacher Feedback sheet

Lesson 4 – Picture of their setting
Oral presentation
Peer Assessment

Did the learner successfully attain the outcomes? YES / NO

If not, what else would be needed to attain the outcomes?

Briefly outline the feedback and next steps provided to the learners:

The oral/written feedback and next steps is fully annotated within the attached word document.

The next steps for the pupils within the class for first level literacy will be to focus on the characters within a story and develop their ability to identify key aspects that define a character.

Pupil Voice:

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

The Pupil Voice is also fully annotated in the attached word document also.

First Level
Lesson 1

Evidence of Learning			
Say	Write	Make	Do

Learning Intention
We are learning to describe the features of a setting.

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**

Success Criteria
<ul style="list-style-type: none"> I can describe the types of houses I can describe what the weather is like I can describe the types of transport I can describe the landscape



Teacher Voice

We read the book 'Katie Morag and the Two Grandmothers' as a class as our Social Studies topic is Scotland. We have been focussing on Scottish authors, characters and environments. We then focussed in on the importance of the setting within the book. The Isle of Struay is a fictional island in Scotland and the story helped the children to gain insight into what life may be like living in a different environment from a city.

During the plenary we discussed the idea of what could be different on an island and I listened to the pupils' discussions and have noted the focus pupil's thoughts in the learner voice section. We also talked about some the skills we developed.

Learner Voice

What have I learned?
 "Living on an island like Katie Morag is very different to where I live because we have lots more cars and houses than the Isle of Struay."

How have I learned?
 "We read the story and looked at the pictures."
 "We read some words to help us understand where Katie Morag lives."

What skills have I developed?
 "We talked about a setting in a story and looked at a map. We wrote down about houses, weather, landscape and transport."

Next Steps
 "I would like to read another Katie Morag story to find out more about The Isle of Struay."

First Level
Lesson 1

Evidence of Learning			
Say	Write	Make	Do

Learning Intention
We are learning to describe the features of a setting

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

- | Success Criteria |
|--|
| <ul style="list-style-type: none"> • I can describe the types of houses • I can describe what the weather is like • I can describe the types of transport • I can describe the landscape |

Teacher Voice
<p>As a class we discussed some of the things that we noticed on the map of Struay and I have noted pupils' thoughts in the learners' voice section.</p> <p>The children then self-assessed against the Success Criteria using traffic lights. The pupils then set a next step by reflecting on their notes and thinking about what they could improve.</p>

Self-Assessment	Traffic Light
Name _____	
I can describe the types of houses	<input checked="" type="radio"/>
I can describe what the weather is like	<input checked="" type="radio"/>
I can describe the types of transport	<input checked="" type="radio"/>
I can describe the landscape	<input checked="" type="radio"/>
Next time try to... <u>look at the map to find some different ideas for landscape</u>	

Learner Voice
<p><u>What have I learned</u> "I wrote down 3 facts for each thing." "I can see six houses, that is not very many. I can see only a few roads so there are only a few cars. I can see a farm with lots of grass."</p> <p><u>Next Steps</u> I could write a few more ideas for landscape.</p>

First Level
Lesson 2

Evidence of Learning			
Say	Write	Make	Do

Learning Intention
We are learning to describe the features of our local environment

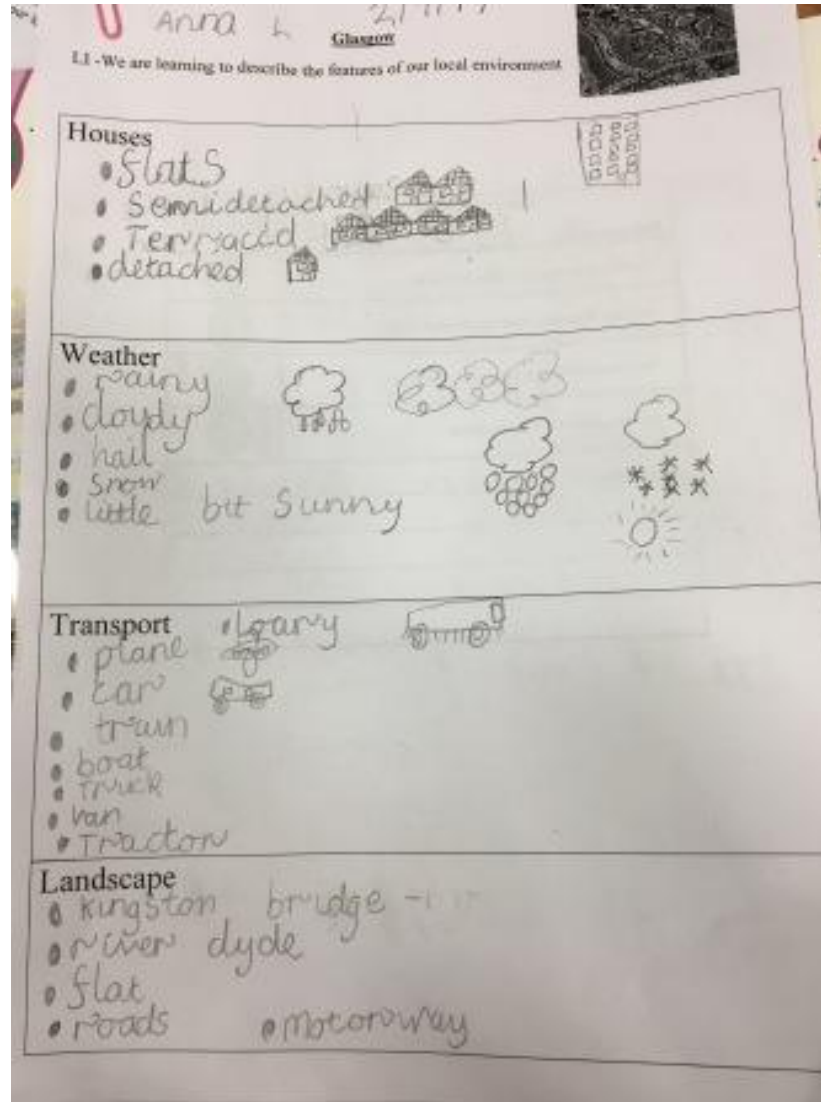
Experiences and Outcomes

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 describe and recreate the characteristics of **my local environment by exploring the features of the landscape.** **SOC 1-07a**

Teacher Voice

Whole class discussion – recapping what happened in ‘Katie Morag and the Two Grandmothers’. We compared the two Grannies and then focused on Granny Mainland – discussed where she lives – in a city. Focused on the city we live in – Glasgow. Then we discussed our local environment focussing on our street and the types of houses we live in. This led to an in-depth discussion about different types of houses including: detached, semi-detached, terrace and flats. We then looked at a map of Glasgow and talked about what you might find in a city, focussing on transport and landscape. I used the ‘Think, pair, share’ strategy and I have recorded some of their thoughts in the Learners’ voice section.



Success Criteria
<ul style="list-style-type: none"> I can describe the types of houses I can describe the landscape I can describe the types of transport I can describe what the weather is like

Learner Voice

What have I learned
Focus child – “I live in a joined up house.”

Child A – “There are sky scrapers.”
Focus Child – “There are planes in Glasgow.”
Child B – “ I know there is the River Clyde”
Focus Child – “A bridge goes over the river”
Child C – “A busy road is a motorway”

How have I learned?
We talked about my street and what is in Barrhead. We looked at a map and talked about houses that are joined up.

What skills have I developed?
Looking at a map for houses, transport, weather and landscape.

Next Steps
We could look at another place in Scotland.

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 describe and recreate the characteristics of **my local environment by exploring the features of the landscape.**

SOC 1-07a

Teacher Voice

As a class we discussed some of the things that we noticed on the map of Glasgow and I have noted pupils' thoughts in the learners' voice section.

The children then peer-assessed against the Success Criteria using traffic lights.

The pupils then set a next step for their partner by reflecting on the features and thinking about what they could improve.

Evidence of Learning			
Say	Write	Make	Do

Peer-Assessment		Traffic Light
Peer assessed by: <u>Nathan</u>		
You have described the types of houses		<input checked="" type="radio"/>
You have described what the weather is like		<input checked="" type="radio"/>
You have described the types of transport		<input checked="" type="radio"/>
You have described the landscape		<input checked="" type="radio"/>
Next time try to... <u>look for more houses</u>		

Learning Intention

We are learning to describe the features of our local environment.

- Success Criteria
- I can describe the types of houses
 - I can describe what the weather is like
 - I can describe the types of transport
 - I can describe the landscape

Learner Voice

What have I learned

Glasgow is very different than the Isle of Struay because Glasgow is very busy, it has many more cars and houses.

Ryan said Glasgow is flat and I agree because I can't see many hills.

Next Steps

Nathan said that next time I need to add more houses but I think I wrote about the different types and that it is ok.

I think I could have looked at landscape a bit more and drawn some pictures.

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 describe and recreate the characteristics of **my local environment by exploring the features of the landscape**.

SOC 1-07a

Teacher Voice


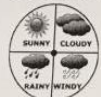


As a class we looked at the pictures of the Isle of Struay and Glasgow again side by side and talked about things that are the same and things that are different. I have noted some of the pupils' comments in the Learner Voice section.

Then we discussed how we could use our notes about the 4 features (houses, weather, transport and landscape) to help us find some similarities and differences.

After the children completed the task we extended our learning by asking the children to comment on other features we might comment on out with the 4 features. I have included their comments in Other Information.

Comparing the Isle of Struay to Glasgow

L.I. - We are learning to compare the features of a setting with our local environment.

Features	Similarities	Differences
 Houses	They both have <u>houses that are detached</u>	In Struay <u>They do not have very many houses.</u> In Glasgow <u>There are loads of houses but their houses are different types.</u>
 Weather	In both the Isle of Struay and Glasgow the weather is <u>rainy and cloudy also it can be sunny. maby snow</u>	In Struay <u>it is very windy because of the water.</u> In Glasgow <u>it is very rainy because we are far away from the equator.</u>
 Transport	They both have <u>buses and cars also boats.</u>	In Struay <u>There are not very many cars.</u> In Glasgow <u>we have planes lots of cars and buses and also trains</u>
 Landscape	They both have <u>roads and They have rivers.</u>	In Struay <u>it is hilly, rocky and grassy.</u> In Glasgow <u>we have bridges it is flat and a motorway.</u>

Success Criteria

- I can identify the things that are the same for each feature
- I can identify the things that are different for each feature

Learner Voice

What have I learned

Child A – "I can see there are houses in both."
Focus Child – "There are not joined up houses only detached houses."
Child B – "Struay does not have very many houses and Glasgow has lots."
Focus Child – "Glasgow has a big long motorway but Struay doesn't."

How have I learned?

We looked at our notes to try and find things that are the same and different.

Other Information

Child A – "We have The Barrhead Foundry where we can go swimming"
Teacher – "Yes in a city there are sports centres so that would be another type of building."
Focus pupil – "We have a cinema and Planet Play"

Next Steps

I liked looking at different places.
I would like to look at another island.

First Level
Lesson 3



Evidence of Learning			
Say	Write	Make	Do

Learning Intention
We are learning to compare the features of a setting with our local environment

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 describe and recreate the characteristics of **my local environment by exploring the features of the landscape.**
SOC 1-07a

Teacher Assessment		Traffic Light
I can identify the things that are the same for each feature.		Houses ● Weather ● Transport ● Landscape ●
I can identify the things that are different for each feature.		Houses ● Weather ● Transport ● Landscape ●
	Well done you identified things that are the same such as detached houses and cars.	
	Excellent reasons about the differences such as windy because near water and bridges and motorway.	
	Next time you could think of other features to challenge yourself.	

Success Criteria
<ul style="list-style-type: none"> I can identify the things that are the same for each feature I can identify the things that are different for each feature

Teacher Voice

The Focus Pupil is a group 1 pupil with an excellent range of vocabulary and a considerable wider knowledge of Scotland and its landscape. She confidently completed the comparison demonstrating an excellent understanding of the similarities and differences between Glasgow and the Isle of Struay.

For her next steps the Focus Pupil should examine other features (out with the 4 features) to add challenge and depth to her learning.

Learner Voice

What have I learned
The weather has lots of similarities – they are both in Scotland and Scotland is a very wet place.
Both have boats but Glasgow doesn't have as many.
We have a big long motorway.

Next Steps
I think I could have said that Glasgow has other buildings like the cinema and Planet Play.

First Level
Lesson 4

Evidence of Learning			
Say	Write	Make	Do

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 describe and recreate the characteristics of **my local environment by exploring the features of the landscape**.
SOC 1-07a

Teacher Voice

As a class we discussed which setting we would like to live in if we could choose – an island like Struay or a city like Glasgow?

Pupils were asked to draw their favourite setting focusing on the four key features to create a map/picture.



Learning Intention

We are learning to share our thoughts on our favourite setting

Success Criteria

- I can draw my favourite setting
- I can explain why I have chosen it

Learner Voice

What have I learned
 I learned what is in an island and what is in a city. I learned how to draw a map and label it.

How have I learned?
 I thought about the houses, weather, transport and landscape. I had to stand up and tell everyone about my picture.

What skills have I developed?
 Drawing and labelling a map.

Next Steps
 I could add more labels to my picture.

First Level
Lesson 4

Evidence of Learning			
Say	Write	Make	Do

Learning Intention
We are learning to share our thoughts on our favourite setting

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 describe and recreate the characteristics of **my local environment by exploring the features of the landscape**.
SOC 1-07a

Transcript from Focus Child's presentation to class

I drew an Island and I called it the 'Isle of My Wish' because it's where wishes come true. I drew flowers because they are pretty and they smell nice. I drew a sun because it will help the flowers grow and I can play on the beach if it is hot.

I would live in a farm house because it is nice and quiet and there would be quite a lot of space. I would get to keep a horse on my farm. I already have a horse called Megan and she lives in my garden so she would get more space on a farm.

On the island there would be lots of hills so Megan can get plenty of exercise and so can I. This is my car with a trailer so Megan can come with me to the beach to watch the seals in the sea.

I also drew a fishing boat and a ferry to take people back to Glasgow.

Success Criteria
<ul style="list-style-type: none"> I can draw my favourite setting I can explain why I have chosen it

Learner Voice
<p><u>What have I learned</u></p> <p>"Everyone gave me thumbs up for meeting the success criteria and Molly also said I met them all and I think I did."</p> <p><u>Next Steps</u></p> <p>"Molly said I should try to add more to weather because I only had a sun so I think that she is right."</p>

Teacher Voice

We had a circle time where the children showed their pictures of their setting and talked about what they had drawn. They referred to the four features and talked about why they would like to live in their chosen place.

The rest of the class listened then peer assessed using thumbs up/thumbs down if they had achieved each feature in their drawing.

Pupils then worked in pairs to look at each other's drawings and give an oral two stars and a wish. Some used whiteboard to record their peer assessment.

