

**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	Y3
Curriculum Area(s)	Literacy and English & Sciences
Level	Early
Stage(s)	Primary 1
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 know how to stay safe when using electricity. I have helped to make a display to show the importance of electricity in our daily lives. SCN 0-09a

**Learning Intentions:**

- 1 - To use stories and other texts to ask questions to help me understand.
- 2 - To use this information to link my learning with what I already know.
- 3 - To know how to stay safe using electricity
- 4 - To show the importance in our daily lives.

**Success Criteria:**

I can:

- 1 – ask questions to show my understanding.
- 2/3a – link new information with what I already know.
- 3b - identify the dangers of electricity and how to stay safe
- 3c - sort objects into electrical and non-electrical groups
- 4 - talk about the importance of electricity in their daily lives and different sources of power.

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

**Learning Experiences**

- Initial ‘What I know about Electricity’ and ‘What I would like to learn’ discussion
- Teacher led activities using non-fiction Science and Electricity books
- Using IWB Switch on kids and hwb.wales.gov. using electricity to find information
- IWB games, activities identifying ways to stay safe using electricity, follow up

identification sheet.

- Sorting electrical and non-electrical into 2 groups with discussion
- IWB games allowing identification of how/where we use electricity in our homes and school
- Finding objects used in different room.
- IWB game and non-fiction books identifying different sources of power
- Read the Lighthouse Keepers Lunch and other texts.
- Use question cards to encourage the children to create a range of questions which will help them understand the story and texts.
- Encourage the children to talk about the story and texts and answer questions which require them to use their prior knowledge of electricity.

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 – ask and answer questions using prior knowledge to show understanding of light and electricity.

Write – dangers of electricity (evidence given on poster).

Make – Sorting objects (electrical and non-electrical) into different room in home.

Do – IWB games (identifying dangers and staying safe).

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

Pupil was able to clearly identify electrical appliances and discuss at length different sources of power. He knew how to stay safe and gave very specific examples. He asked relevant questions when other children were giving information, particularly regarding hydro power, which he didn't know about.

Using prior knowledge pupil was able to discuss the workings of the lighthouse and ask relevant questions to peers and teacher. He successfully answered questions about the alternative sources of electricity that could be used to light a lighthouse.

Oral feedback was given throughout the learning. Written evidence was collated in big book and on poster.

Feedback on poster clearly states that pupil asked appropriate questions to teacher and peer. He used prior knowledge to ask and answer challenging questions.

NEXT STEPS: Pupil was interested in finding out about windmills and getting electricity from this source as he already was knowledgeable about Solar Panels due to having them at home. Other pupils had visited windmills nearby and shared some information. This Pupil was very keen to find out more.

**Pupil Voice:**

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

I learned lots of new things about electricity. I told the class about solar panels and how they work. H told us about windmills. I used my question cube and magnifying glasses from our reading when working with my friend. We looked at the books and the computer and asked questions about electricity. It was quite tricky at first. I was good at asking questions as I love Science and know a lot about electricity. I got better at making my poster and putting a big red cross for NO. I learned not to puts kites near a pylon, there's pylons behind my house. I want to learn about windmills and making electricity.

**Did the learner successfully attain the outcomes? YES/NO**

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 know how to stay safe when using electricity. I have helped to make a display to show the importance of electricity in our daily lives. SCN 0-09a

L.I. 1 - To use stories and other texts to ask questions to help me understand.

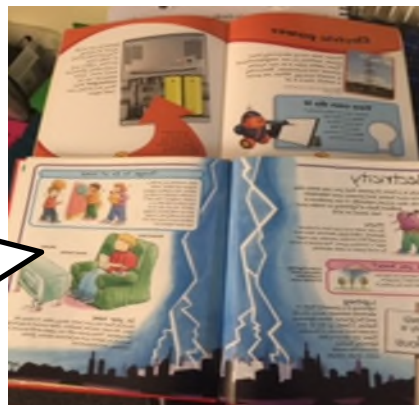
L.I. 2 - To use this information to link my learning with what I already know.

S.C. 1 - ask questions to show my understanding.

S.C. 2/3a - link new information with what I already know.

T: What information have you found on these pages?

P: The big pylon has all the wires that takes the electricity to our houses

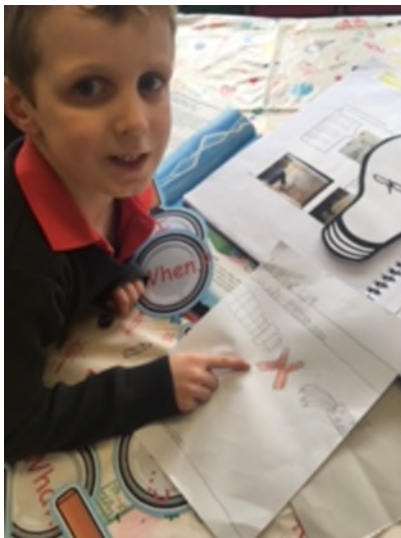


T: Do you know what this source of electricity is?

P: Yeh, that's the big panels on the roof (you need to buy them), the sun shine on them.

T: How does that become/turn into electricity?

P: There's wires inside and a big box and attached to the wall and all the heat gets turned into electricity.



T; What information have you put on your poster?

P: Don't touch any wires with your hands or a socket.

P: Do you know what the red cross is for? (to other pupil)

P2: to stop someone, Red means Danger, the big cross means Don't touch.



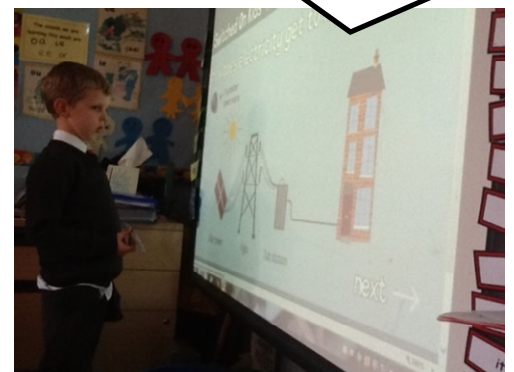
P; Why would you not use these near water?

P2: Don't touch the hairdrier or music thing with wet hands.

P: Why not?

P2: water will go inside and you can get an electric shock.

P: Did you know your skin goes all black





T: Why are there lighthouses at the coast?

P: To help the sailors, so they know the rocks are near

P: How would the lighthouse keeper turn the lights on?

(to other pupils) Would he have to go all the way to the top to switch it on?

P: How does the electricity get into the lighthouse?

T: Who can answer that? (answered by other child)

T: Can we think of other ways that electricity could get to the lighthouse? It is really important that it always work?

T: If the lighthouse wasn't working, how could you turn it on?

P: There could be a switch in the house, or the wire could be an electricity cable.

After some discussion pupil spoke about having solar panels but they would fit, they would need to stick out.

### L.I. 3 - To know how to stay safe using electricity

### S.C. 3b - identify the dangers of electricity and how to stay safe

### S.C. 3c - sort objects into electrical and non-electrical groups

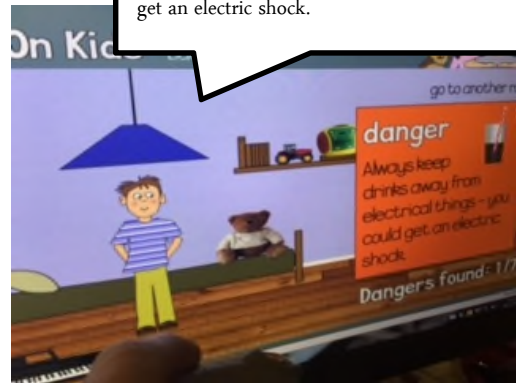
T: Can you find the 8 things that are dangerous for electricity?

P: The candle on the TV might cause a fire. The goldfish bowl might fall over and you would get electrocuted.



T: What is dangerous in this bedroom?

P: There's cola beside the TV, if it spills, you will get an electric shock.



P: The green basket has the things that use electricity.

T: Tell why some objects have a plug and some don't

P: The Ipad needs charged up and so does the walkie talkie.

T: What about our remote for the screen, that's in the green basket?

P: That needs a battery, just like the torch.



**L.I. 4 - To show the importance in our daily lives.**

**S.C. 4 - talk about the importance of electricity in their daily lives and different sources of power. (see sorting task)**

T: What electrical things are you putting in the kitchen?

P: We need a fridge, a coffee machine. Can we put a laptop in?

T: Do you think we need anything in the bathroom? Have you ever seen a plug in the bathroom?

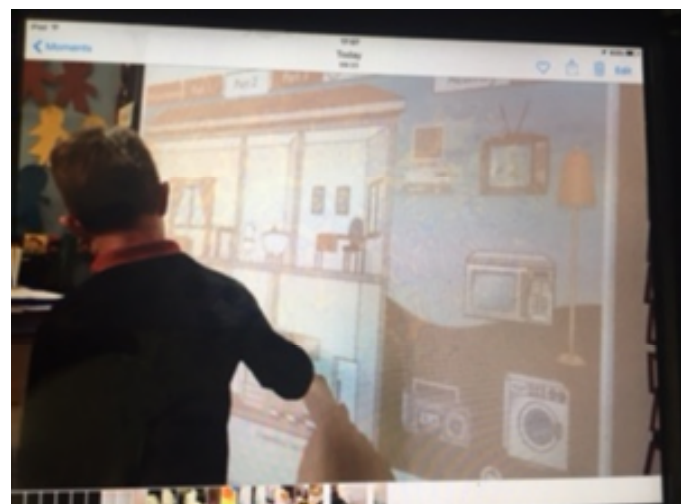
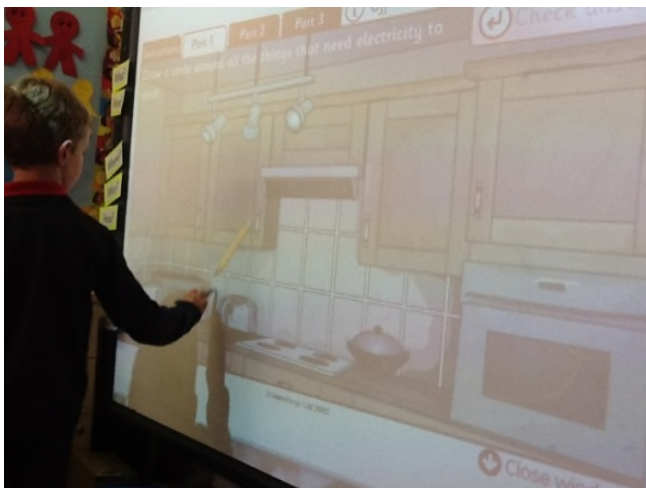
P: No, there's a light on the ceiling but you can't plug in a hairdrier.



T: What uses electricity in the kitchen?

P: the toaster and the kettle. What's that?

(from Pupil 2): an extractor, you turn it on for a light and it takes the smell away.



Pupil's

Poster

