

**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	O
Practitioner Code	O11
Curriculum Area(s)	Literacy- Reading, Talking and Listening
Level	First
Stage(s)	P2
Specific subject (if applicable)	

Experiences and Outcomes:

To show my understanding across different areas of learning **I can identify the purpose and main ideas of a text.** 1-16a

When listening and talking with others for different purposes, I can exchange information, experiences, explanations, **ideas and opinions**, and clarify points by asking questions or **by asking others to say more.** 1-09a

Learning Intentions:

To identify the main ideas of a text.

To exchange information, ideas and opinions.

To ask others to say more.

Success Criteria:

I can highlight the main ideas in the text.

I can talk about these ideas with others.

I can give one opinion about the text.

I can use a cue card to ask someone in my group to say more.

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

Prior Learning: The children have been learning to compare and contrast people's opinions.

Activities: The children learned how to make notes of the key points, under two headings. The children recorded these points in two lists using key words and phrases to consolidate their understanding.

Lesson 1

Recap on what is an opinion.

Circle time- Introducing talking and listening cue cards: I agree with, I disagree with and I feel/think/believe.

Teacher will emphasise the importance of respecting other people's thoughts and opinions.

Lesson 2

A letter from Santa arrives asking the children for their help on a very important matter. Santa has provided the children with a letter containing information about a boy called Billy. Santa wants the children's opinion.

The children then read the letter, highlight and then sort Billy's actions into naughty and nice actions on a separate worksheet.

Lesson 3

The children use their previous evidence of Billy's behaviour and form an opinion of whether he should be on the naughty list or not.

The children then choose a corner of the room 'for' and 'against'.

The teacher introduces the 'Please say more' cue cards.

The children then share their opinion with a group of four and use their cue card to ask for more information.

Again, the children then choose a corner of the room 'for' and 'against' to see if their opinion has changed.

Next steps:

The children write a letter back to Santa to tell him their decision about Billy.

Children could try to use different gestures when discussing a topic.

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: To discuss whether Billy was naughty or nice. To ask to 'say more'.

Evidence: Recording of the children discussion, written as a script. Use of gestures photographed.

Do: To highlight and sort the information in the text.

Evidence: Information written in text.

Write: To write an opinion based on discussion.

Evidence: Work written in the jotter.

Did the learner successfully attain the outcomes? YES

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

Lesson one: Well done, that is an interesting opinion! Your gestures were very clear to the rest of the children in your group.

Written feedback: What a good job! You have highlighted and sorted Billy's naughty and nice behaviour!

Next Steps: Next time you could try and add to the gestures you have learned and maybe try to give an opinion for naughty and nice.

Pupil Voice:

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

I have learned to share my opinion using our new gestures. I think Billy should be on the nice list because I wouldn't want to be on the naughty list if I had tried really hard to be good.

Context for Learning

The children had been learning to compare and contrast people's opinions. The children learned how to make notes of the key points, under two headings. The children recorded these points in two lists using key words and phrases to consolidate their understanding.

To build on this prior learning the class during circle time were introduced to talking and listening cue cards: I agree with, I disagree with and I feel/think/believe. I emphasised the importance of respecting other people's thoughts and opinions.

Further to this the class received a letter from Santa asking the children for their help on a very important matter. (See Appendix 1).

The children then read the letter, highlighted and then sorted the main ideas. (See Appendix 2)

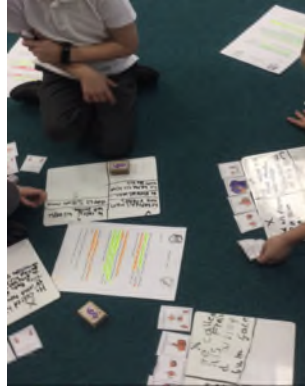
The children used their previous evidence of Billy's behaviour and formed an opinion. The children then shared their opinion with a group of four and use their cue card to ask for more information.

The children then wrote a letter back to Santa to tell him their decision about Billy.

First level

Reading

Talking and Listening



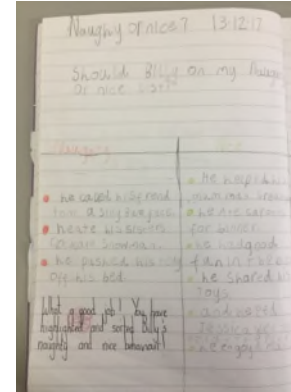
Evidence of learning

Say

Write

Make

Do



Experiences and Outcomes

To show my understanding across different areas of learning I can identify the purpose and main ideas of a text. 1-16a

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• Learning Intentions

- To identify the main ideas of a text.
- To exchange information, ideas and opinions.
- To ask others to say more.

Teacher Voice

Firstly, the pupil was able to read and understand the main idea of the letter. They then were able to highlight and sort the key points into the relevant heading of 'naughty' and 'nice'.

The pupil then successfully explained their opinion on whether the child should be on the naughty or nice list. The pupil confidently used the relevant gestures such as 'In my opinion', 'I agree/I disagree because...'.

The pupil was also able to explain to their group the reasons behind their opinion and question others.

• Success Criteria

- I can highlight the main ideas in the text.
- I can talk about these ideas with others.
- I can give one opinion about the text.
- I can use a cue card to ask someone in my group to say more.

Learner Voice

I have learned to share my opinion using our new gestures. I think Billy should be on the nice list because I wouldn't want to be on the naughty list if I had tried really hard to be good.

Letter from Santa

Letter delivered to children and read by class teacher.



Naughty or nice?



Dear P2,

Billy has been a bit naughty and a bit nice. On Monday he helped his mum make breakfast but on Tuesday he called his friend Tom a 'silly bum face'. At night he ate carrots for his dinner.

He also was found eating his sister's chocolate snowman. He had good fun in the bath. Although, on Saturday he shared all of his toys with his friend and he helped Jessica when she fell in the park. At school he enjoyed learning about maths.

Although, it made Santa very sad to see him push his favourite teddy off the bed, which gave him a nasty bump.

Should Billy be on my naughty or nice list?

Lots of mistletoe kisses! Santa xxxx

Reading and selecting main ideas

Children have successfully highlighted the main ideas that were:

Naughty – Green
Nice – Pink.



Naughty or nice?



Dear P2,

Billy has been a bit naughty and a bit nice. On Monday he helped his mum make breakfast but on Tuesday he called his friend Tom a 'silly bum face'. At night he ate carrots for his dinner.

He also was found eating his sister's chocolate snowman. He had good fun in the bath. Although, on Saturday he shared all of his toys with his friend and he helped Jessica when she fell in the park. At school he enjoyed learning about maths.

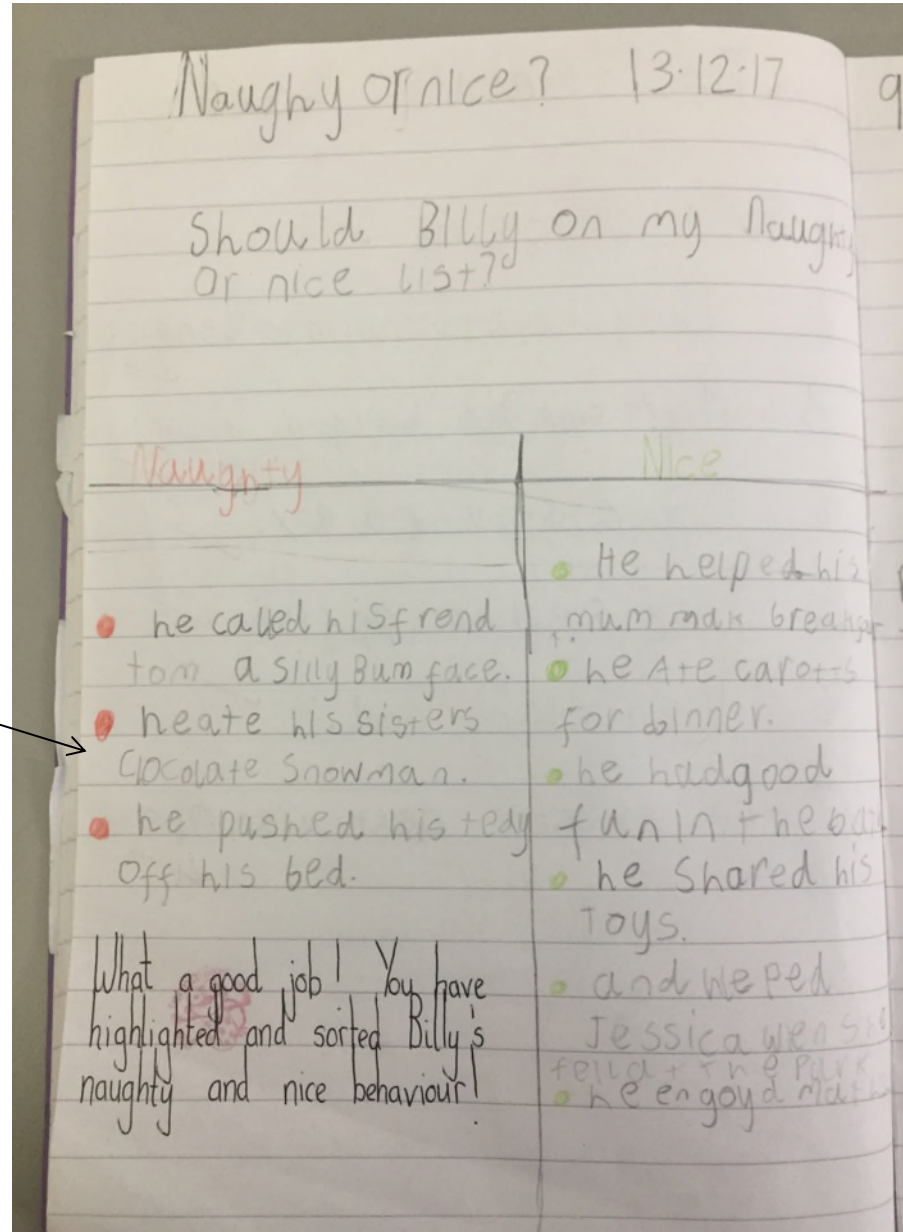
Although, it made Santa very sad to see him push his favourite teddy off the bed, which gave him a nasty bump.

Should Billy be on my naughty or nice list?

Lots of mistletoe kisses! Santa xxxx

Sorting of main ideas

The children sort main idea into two categories after highlighting and discussing the letter in groups.



Cue cards in action.



Script of discussion

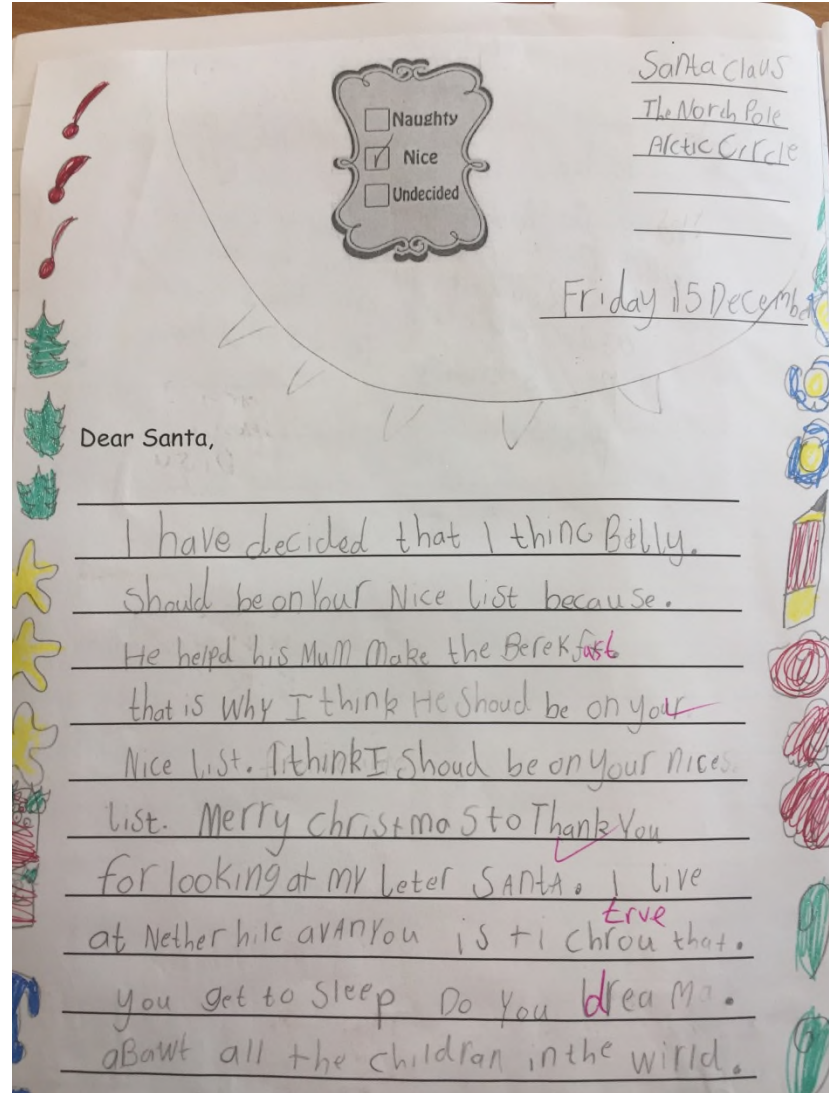
I can ask others to say more.

- Teacher: Should Billy be on Santa's naughty or nice list?
- **Child 1** – I think that Billy should be on the nice list because he has tried to be good and nice but has been naughty by mistake.
- Teacher – That's a very kind way of thinking about that. Child 2, I can see from your gestures that you agree. Why do you think this?
- Child 2 – I agree because he helped his Mum make breakfast which I think is very kind. And he helped Jessica.
- Child 3- No I think, he should be on the naughty list.
- **Child 1** – Why? He should be nice!
- Child 3 - because my brother calls me names and that's quite naughty and he's on the naughty list.
- Child 2- No, no, no no! But he maybe didn't mean to and didn't know he was being naughty and he should be on the nice list because he ate all of his carrots.
- Teacher – Well done everyone! I loved hearing your opinions on whether he should be on the naughty or nice list. I can't wait to hear what Santa has decided for him!

I can exchange my ideas and opinions .

Child 1 is the subject of this assessment.

Next steps: Letter back to Santa with final decision



As part of their next steps children wrote a letter back to Santa to inform him of their decision after discussions with peers to help them decide.