

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	Q
Practitioner Code	Q2
Curriculum Area(s)	Literacy and English and Expressive Arts
Level	Early
Stage(s)	Primary One
Specific subject (if applicable)	Literacy and Drama

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. ENG 0-17a

I use drama to **explore** real and **imaginary situations**, helping me to understand my world. EXA 0-14a

Learning Intentions:

Lesson 1

To listen to and discuss a story.

Lesson 2

To share questions I would like to ask a character.

Lesson 3

To explore the thoughts and feelings of a character.

Success Criteria:

Lesson 1

I can name at least one important character from the story of Cinderella.

I can describe at least one important part of the story.

Lesson 2

I can explain why we ask questions.

I can give examples of questions to ask a character from Cinderella.

Lesson 3

I can ask a character at least one question to help me understand the story of Cinderella.

I can answer questions as a character from Cinderella.

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

Lesson 1- **Depth/Personalisation and Choice**

The story was read to a group of children, stopping to discuss key moments and important events and characters. Children then worked in pairs to discuss:

- **Main event(s) of the story**
- **Main characters** and their **feelings** throughout
- **Their favourite part of the story and their reason for this choice**

Lesson 2 – **Challenge and Enjoyment/Opportunities for Breadth and Depth/Personalisation and Choice**

Children discussed as a group **the purpose of asking questions**, giving examples of when they do this in everyday life. Working in pairs, children **used their own ideas to create appropriate questions** they would like to **ask a character** from the story. Teacher worked with pairs, helping them to **record their questions** (See evidence).

Lesson 3 – **Breadth and Depth**

Children all took on the role of a different character from the story. They then engaged in hot-seating, ie one person at a time sat in the 'hot seat' while peers **asked questions** about the character's **thoughts, feelings and life**. (See annotated photo evidence). Challenge was evident when children had to think of answers to questions on the spot.

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

Lesson 1

Say – After reading the story, pupils were asked to identify in discussion the main characters and events from within the text.

Write – Pupils also summarised at least one main event from the story in written piece of work.

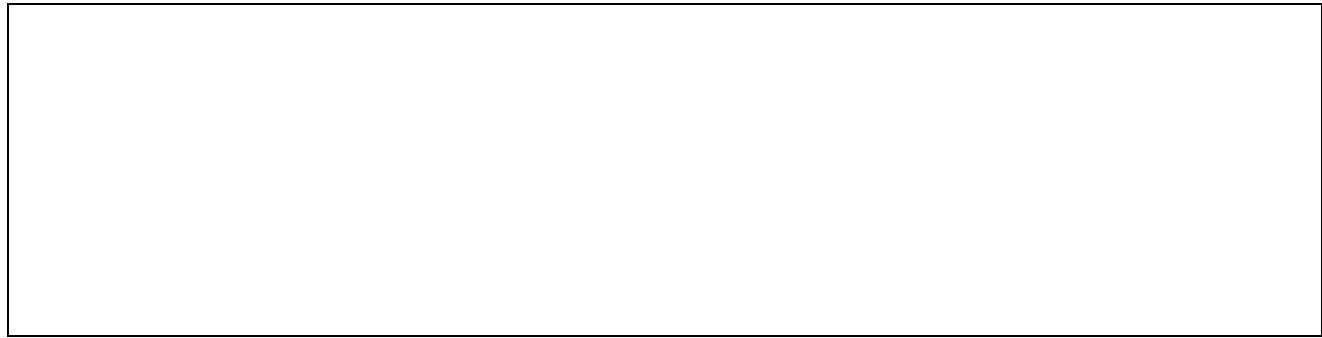
Lesson 2

Say – Definition of a question and examples of appropriate questions.

Write – Children recorded their questions during shared writing with teacher.

Lesson 3

Do – take part in hot seating activity.



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

Written and oral feedback given at different points during the series of lessons.
Lesson 1 – oral feedback during discussion of main events and characters. When sharing ideas about the story, children were encouraged to consider whether or not the character/event was significant in the story. Children also gave peer feedback on this, using thumbs up/down to indicate whether significant or not.
In written task where pupils chose main event in the story, written feedback was given in terms of meeting the Success Criteria.

Lesson 2 – Continuous verbal feedback during discussion about purpose of questions and during creation of questions. Written feedback on questions tells pupil that she achieved the Success Criteria.

Lesson 3 – Verbal feedback during hot seating activity about the appropriateness of questions. Children were asked to examine the Success Criteria and evaluate their own achievement of these using thumbs up/down.

Pupil Voice:

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

During plenary discussion, Child A made the following comments:

- I have learned how to ask questions.
- We use words like “why, what, where and when”
- I can play a character from a story.

Did the learner successfully attain the outcomes? YES/NO

Practitioner Q2 Evidence Lesson 1 Piece 1 – Evidence of discussion which identified the characters within the story.

Who is in the story?

- step mother
- ugly sisters
- Cinderella
- The friends
- fairytale godmother

After listening to the story of Cinderella, we discussed the characters as a class.

Child A was able to tell me what a character is (“an important person from a story”), and identified the Ugly Sisters and the Fairy Godmother as important characters in this story. She recorded the names of the characters on the board.

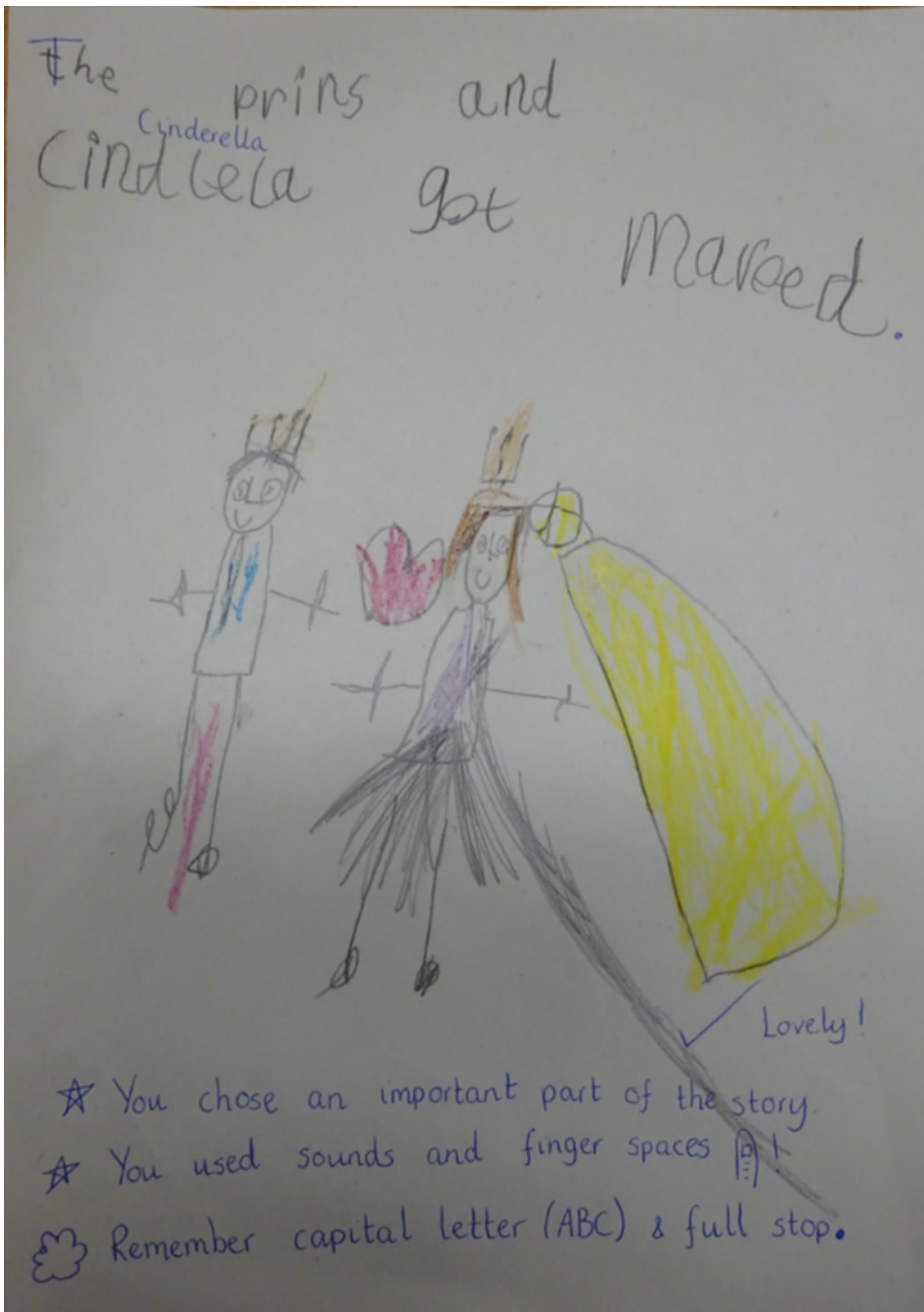
This was a group activity so feedback was instant and verbal – pupils were made aware that they achieved the Success Criteria by naming all the characters.

Lesson 1 – SC achieved (see bold and italics):

LI: To listen to and discuss a story.

SC: I can name at least one important character from the story of Cinderella.

I can describe at least one important part of the story.



Lesson 1 – SC achieved (see bold and italics):

LI: To listen to and discuss a story.

SC: I can name at least one important character from the story of Cinderella.

I can describe at least one important part of the story.

After pupils worked together to name the main characters, they were asked to identify an important event within the story. Child A identified a key event and made a clear drawing of this, as well as recording her idea in a sentence. In addition to the feedback above, I asked Child A to provide me with additional information about the wedding, i.e. where it took place, and suggested that she could write this in her sentence next time.

Practitioner Q2 – Evidence for Lesson 2 Moderation 2018

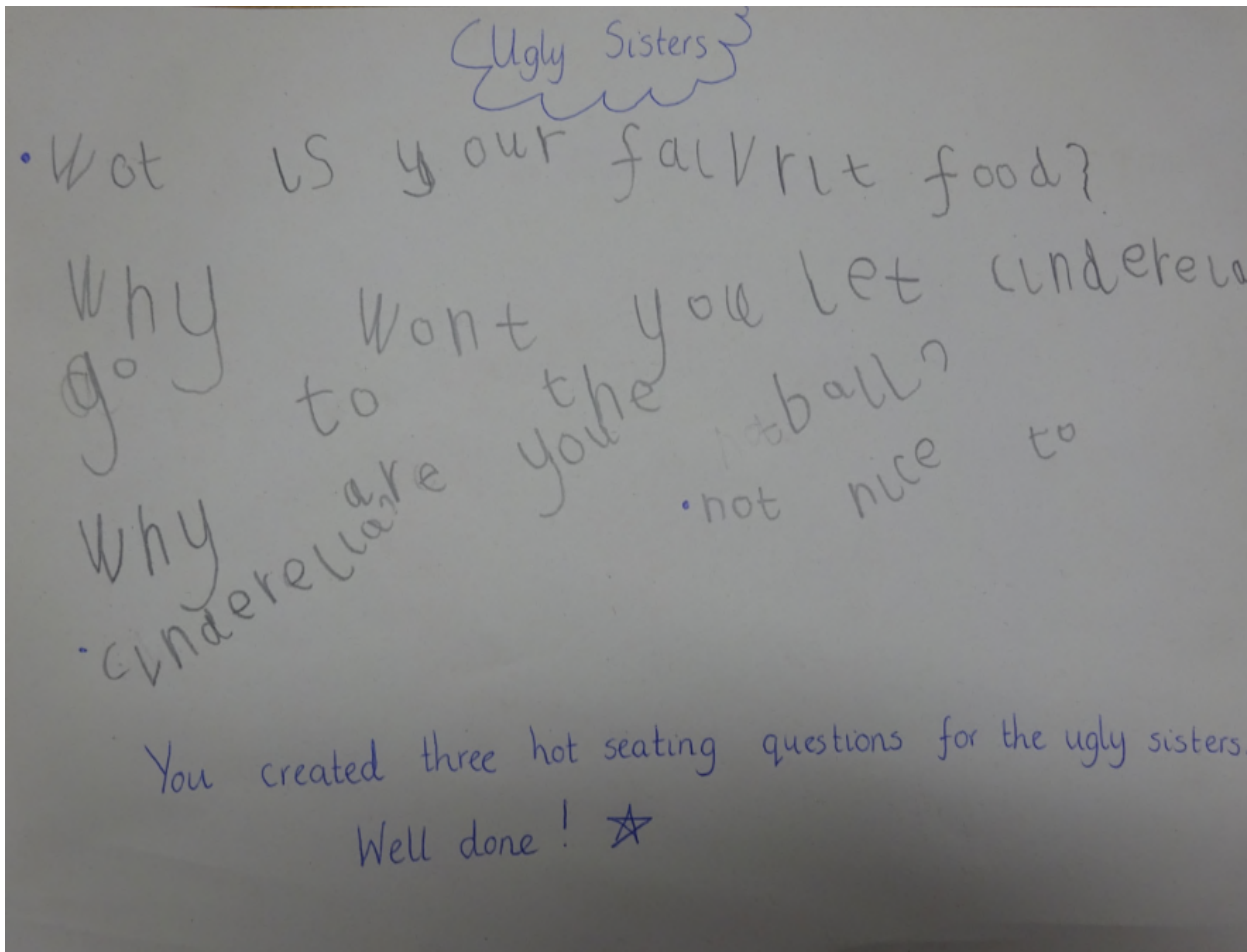
LI: To share questions I would like to ask a character.

SC: *I can explain why we ask questions.*

I can give examples of questions to ask a character from Cinderella.

Teacher: “Why do people ask questions?”

Child A: “We are wondering about things. We ask to find out things we want to know.”



After establishing the purpose of a question, pupils discussed possible questions they would like to ask each character in order to understand the story better.

Then, in Shared Writing with teacher, Child A chose three questions that she would like to ask the Ugly Sisters, as seen on left.

In terms of feedback, I told Child A that her questions were relevant and would help her find out lots more about the story. It was also made clear that her next step would be to use these in Hot Seating activity within Lesson 3.

Practitioner Q2 Evidence Lesson 3– Evidence of children taking part in hot-seating.



After we discussed appropriate questions that we would like to ask the characters, the pupils took on a role of a character from the story and answered questions about their character from the rest of the class.

Child A asked the ugly stepsisters why she would not let Cinderella go to the ball.

The ugly stepsister replied ‘She doesn’t deserve to go to the ball.’”

Lesson 3 Success Criteria achieved.

LI: To explore the thoughts and feelings of a character

SC: I can ask a character at least one question to help me understand the story of Cinderella.