

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	W3
Curriculum Area(s)	Literacy
Level	Second level
Stage(s)	P6/7
Specific subject (if applicable)	Literacy, Digital Literacy

Experiences and Outcomes:

I can **discuss** structure, **characterisation** or setting, **recognise the relevance of the writer's theme** and how this **relates to my own** and others **experiences**, discuss the writer's style and other features appropriate to genre. ENG 2-19a

I can **extend and enhance** my **knowledge of digital technologies** to **collect**, analyse ideas, **relevant information and organise these in an appropriate way**. TCH 2-01a

Learning Intentions:

We are learning to:

- **Discuss a characters actions, feelings and their effect on other's in a story.**
- **Write a script.**
- **Use digital technology to create a video.**

Success Criteria:

I can:

- **Create a story map to highlight Goldilocks thoughts and feelings throughout the story.**
- **Discuss Goldilocks actions and the effect they have on the three bears.**
- **Share my opinion on whether Goldilocks actions were right or wrong.**
- **Work with a partner to debate my opinions.**
- **Write a script for a trial involving a judge, Goldilocks and the 3 bears.**
- **Include an opening to set the scene.**
- **Use the correct layout for a script.**
- **Present arguments from both groups of characters.**
- **I can use an app on the iPad to create a stop motion movie.**
- **I can focus the camera to take clear shots.**
- **I can take multiple photographs of the different scenes and dialogue.**
- **I can move the characters and speech bubbles according to the dialogue.**

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

During Book Week Scotland, every class in our school had an opportunity to create a stop motion movie using Goldilocks and the three bears as a context.

Lesson 1

Pupils read Goldilocks and the Three bears, and created a story map showing Goldilocks feelings throughout the different stages of the story. (Beginning, middle and end) They tried to put themselves in her shoes. As a follow up activity pupils went on to do the same for Baby bear. We discussed these as a class. We then had a vote to see who agreed or disagreed with her actions and there was an 11-9 split. 11 saying she was wrong in what she did with 9 saying she may have had reasons for her actions.

Pupils paired up with someone on the opposite side and had a paired debate. (see transcript) We then recorded the key arguments that kept coming up for both sides to help us with our next lesson.

Lesson 2

Pupils recapped the debates and key arguments that came from them. We then had to write a script using those arguments. We looked at different examples of scripts and the layouts. See script attached by Child A. (See script)

Lesson 3 and 4

The pupils then went onto create their stop motion movies. As a separate lesson during book week the class drew their setting of the trial scene in the style of author and illustrator Anthony Brown. They drew a scene with hidden messages within it (bowls, bears, chairs, beds) and this was going to be used as their back drop for their stop motion.

Pupils wrote their script in speech bubbles and made their characters in lesson 3. Lesson 4 they were ready to create their stop motion movies. They did this by taking several pictures and moving characters, speech bubbles around the page. See example by Child A. (File was too large to send via email so I have taken screenshots of the iPad to show different parts of the stop motion movie)

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:

Story map of feelings

Script for a trial

Do:

Use stop motion to app to create a stop motion movie of the trial.

Say:

Discuss Goldilocks actions.

Debate whether she was right or wrong.

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



Well done, you have shared your views on how you feel about Goldilocks actions and backed them up in your debate.



You have written a great script for a trial following the correct layout with an opening, arguments from both sides and a closing statement.



I love the stop motion movie, you have successfully used the stop motion app and iPad to take clear shots, and have put your dialogue, characters and setting together well to make your movie.



Next steps:

Create a stop motion movie with more movement from the characters.

Pupil Voice:

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

What have you learned?

I knew the story but it was a deeper learning of the story and I was looking at it from a different perspective. When you see or hear Goldilocks actions from different views and perspective you understand why she maybe did what she did in the story. I thought Goldilocks was innocent but understand why she may come across as not being so innocent. I learned how to write a successful script and the correct layout of one. I didn't know how to make a stop motion but now I can using the stop motion app and have downloaded this at home too. I know after making my movie that lighting is important to get the best shots.

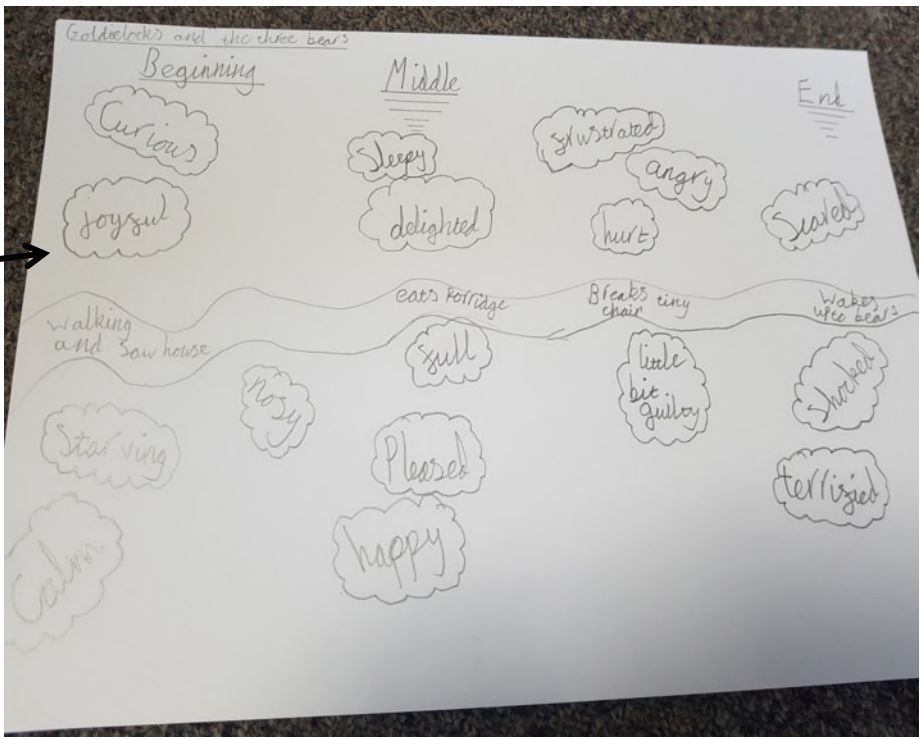
What skills have you developed?

I am better at my debating skills because I had to think on the spot and back up my reasons for Goldilocks being innocent. I have improved my ICT skills in using the app and can make other stop motion movies now.

What did you enjoy the most?

I liked how we were using each thing from the previous lesson and it all came together in the end.

Did the learner successfully attain the outcomes? YES



Child A created a story map and identified the different stages in the story. She linked feelings and thoughts Goldilocks may have been having at each point of the story.

Learning Intention:

Discuss a characters actions and feelings in a story.

Success Criteria:

- Create a story map to highlight Goldilocks thoughts and feelings throughout the story.
- Discuss Goldilocks actions and the effect they have on the three bears.
- Share my opinion on whether Goldilocks actions were right or wrong.
- Work with a partner to debate my opinions.

Child A then had a debate with Child B in which she used the feelings she had identified to justify why Goldilocks may have done what she had and justifying her actions.

Child A: She is young and curious and every young child likes exploring.

Child B: It doesn't justify her actions.

Child A: But the door was left open. It is almost a welcoming into the house.

Child B: She could have knocked before going in. You can't just walk into a house, maybe the bears forgot to lock the door, or bears don't have locks in their homes.

Child A: She is young, curious and naïve and maybe she was never taught about stranger danger?

Child B: How do you explain all the things she did inside then? She vandalised property and ate someone's food which is theft.

Child A: She could have been hungry, lost and scared and may even have been walking in the woods for days.

Child B: If that was the case and she wasn't guilty, why did she run?

Child A: She saw 3 big, scary and angry bears, she got scared. They were growling at her, so she probably panicked and ran.

Thursday 30th November

Script - court

Innocent or Guilty?

It was a summer's day in Judge Judy's court. Today we are looking at the incident between Goldilocks and the three bears. Judge Judy wants to get to the bottom of it.

Judge Judy: I will now let each client present their case. Goldilocks you may now start. (point to Goldilocks)

Goldilocks: I'm sorry I was lost and your door was wide open, I thought I'd just pop in for a moment to catch my breath. (say looking sad)

Big bear: Still, you had no right to trespass in our house, eat our food and break our stuff!

Goldilocks: I know but I'm still young and I'm curious, I want to change, I'll make things up to you I promise! (start crying)

Mum Bear: Dear, I know children can be curious but still you've got to try to be less nosy 'cause you could get yourself hurt. (say caringly)

Goldilocks: I'm dreadfully sorry I really am, I'll buy you a new chair!

Baby Bear: You better, me and teddy have had to sit on the dirty floor since you broke my chair!

(lots of people shouting)
Judge Judy: Order, order in the court. Please calm down! let Goldilocks speak.

Goldilocks: I know I am but... you are kinda scary and I haven't learnt about stranger danger. (say scaredly)

Big bear: I will go on no longer Judge Judy the verdict!

Judge Judy: Huh? Oh sorry I was watching bananas in pyjamas! Right the verdict is Goldilocks is... innocent!

Big Bear: Huh?

Judge Judy: That's right she's INNOCENT.

Now out of the forest Goldilocks sleep in a little house by the stream!

★ Well done [redacted] you have successfully written a script for the trial

Learning Intention:

To write a script.

Success Criteria:

- Write a script for a trial involving a judge, Goldilocks and the 3 bears.
- Include an opening to set the scene.
- Use the correct layout for a script.
- Present arguments from both groups of characters.

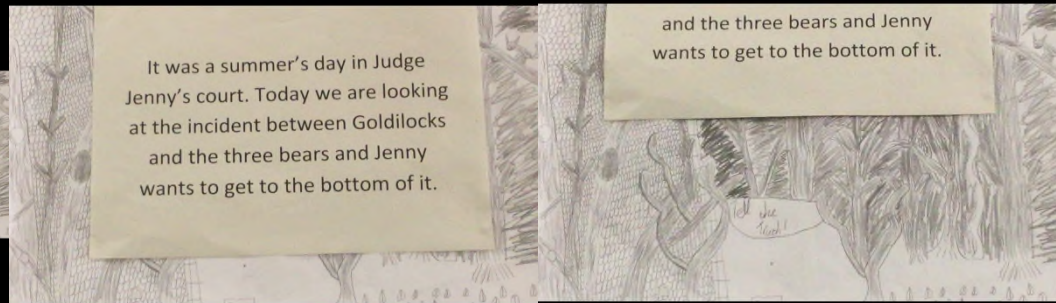
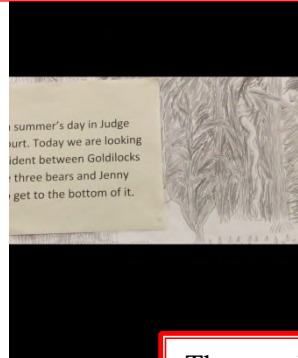
Learning Intention: Use digital technology to create a video.

Success Criteria:

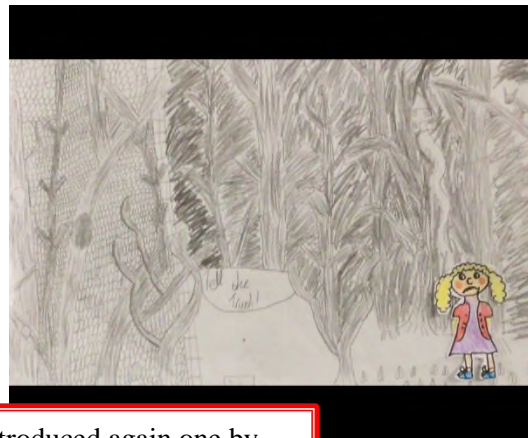
- I can use an app on the iPad to create a stop motion movie.
- I can focus the camera to take clear shots.
- I can take multiple photographs of the different scenes and dialogue.
- I can move the characters and speech bubbles according to the dialogue.



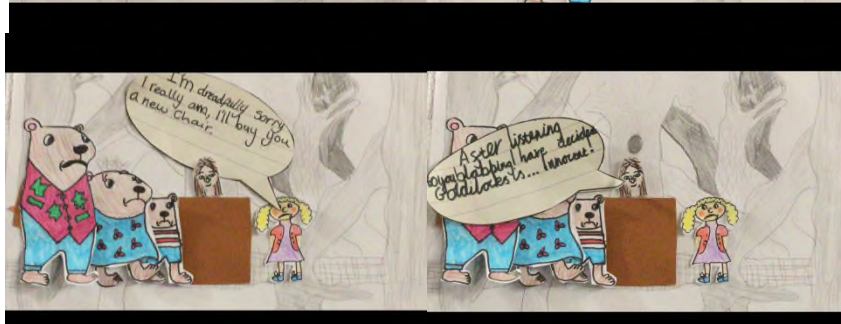
The movie began with a shot of the title, characters and setting.



The opening scene was typed and gradually came into the movie from the left into the centre then disappeared slowly moving upwards. Child took several shots to create this effect.



Characters were then introduced again one by one into the movie.



Child A took several photographs of the different scenes and dialogue, moving speech and characters when needed. The camera was focused making sure only the scene was in the shots and were not blurry.