

**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.

Practitioner Code	E58
Curriculum Area(s)	Literacy & English/Maths & Numeracy
Level	Early
Stage(s)	P1

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 can **collect objects** and ask questions to **gather information, organising and displaying** my findings in different ways.

MNU 0-20a

Learning Intentions:

Lesson 1

I am learning to:

- ask questions to help me understand the story.
- use my own experiences and knowledge to help me understand the story.

Lesson 2

I am learning to:

- collect objects to gather information.
- organise and display my findings

Success Criteria:

Please list SC and give brief detail on how learners were involved in their creation.

Lesson 1

I can:

- ask at least 4 questions about the story. *(The pupils decided how many questions they would like to ask).*
- I can participate in a group discussion on stormy weather and make links to my own experiences.

Lesson 2

I can:

- collect a variety of objects (rubbish) from the playground. *(The pupils defined exactly what objects we would be collecting).*
- choose how to sort the rubbish items.
- count the items of rubbish that have been collected
- use the information gathered to create a bar graph.

Briefly outline the context and range of quality **learning experiences** that have been planned making reference to the chosen design principles. Make specific reference to **breadth, challenge & application**.

The class had been learning about 'Seasons', with a focus on Autumn and associated weather. Following a period of windy weather, the children became focused on fallen leaves and branches, and bins that had been tipped over.

To further stimulate learning and interest in this area, I created my own story about what happened to me on a windy day. The pupils took part in group discussion, where they had to create their own questions, as well as share their own experiences of windy and stormy weather to demonstrate their understanding of the story (see Transcript 1 - Story Questions).

Through our discussions, the pupils expressed their concern for our own playground and thought it would be a good idea to clear it up (see Transcript 2 - Group Discussion).

The pupils decided how to sort and classify the rubbish (see Transcript 3 - Playground and attached photo) within their groups and recorded their findings. We then talked about what we could do with this information and agreed that a bar graph could be created. The pupils had previously created a pictogram to display how they travel to school, so have had some prior experience of collecting data and displaying findings. Education City was used to create each groups' bar graph.

Record the planned assessment that will be gathered to meet the success criteria (Say, Write, Make, and Do) considering **breadth, challenge and application**.

Say

Group discussion about the story, where the pupils talked about their own experiences of windy weather.

Questioning - pupils orally created their own questions, as well as answered others' questions.

Do

Pupils collected and sorted objects (rubbish) according to their own criteria.

Make

Pupils created a bar graph to display their findings of the rubbish that was collected in the playground.

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

See evidence sheets (lessons 1 and 2)

Pupil Voice:

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

See evidence sheets (lessons 1 and 2)

Did the learner successfully attain the outcomes?

YES/NO

The pupils discussed different types of questions - what words did we often use to begin a question? A word bank of question starters was created and used with a dice to help the children formulate more varied questions.

Child A: **What** happened on the windy day?

Child B: There was a storm and rubbish blew about.

Child B: **How** did everything blow up in the air?

Child A: Because it was a windy and stormy day.

Child A: **Who** cleared up the rubbish?

Child B: Mrs C cleared everything up.

Child B: **How** did the trash fall over?

Child A: Because the wind blew and it pushed it over.

Child A: **Who** made the wind blow so hard?

Child B: Just the clouds.

Child B: **When** did the wind blow so hard?

Child A: On Saturday when it was the storm.

Child A: **Why** did the washing blow so high?

Child B: The wind blew and the clouds were pushing.

Teacher: Can you tell me about what happened to you when it was very windy?

Child A: In my street there was a storm. It made a tree fall on a car but the people were safe.

Child B: I saw the bins blown over too. There was lots of rubbish.

Teacher: What happened in our playground after the windy day?

Child A: A tree branch fell.

Child C: Stuff broke.

Child A: There are bins outside and it has scattered rubbish everywhere.

Child C: We should pick up the rubbish!

Child A: Yeah! Animals could get harmed!

Transcript 3 - Playground

The pupils went around the playground gathering the litter and putting it all into one bag before discussing and deciding on how to sort it.

Teacher: How can we sort the rubbish that we have gathered?

Child B: We need to put piles into different hula hoops.

Child A: We could do wrappers. We could put wrappers into one area - green (hula hoop)! Plastic could go into purple.

Child C: And food into the orange one!

Learning Intentions:

I am learning to:

- ask questions to help me understand the story.
- use my own experiences and knowledge to help me understand the story.

Success Criteria:

I can:

- ask at least 4 questions about the story. *(The pupils decided how many questions they would like to create).*
- I can participate in a group discussion on stormy weather and make links to my own experiences.

Transcript 1 - Story Questions

The pupils discussed different types of questions - what words did we often use to begin a question? A word bank of question starters was created and used with a dice to help the children formulate more varied questions.

Child A: What happened on the windy day?

Child B: There was a storm and rubbish blew about.

Child B: How did everything blow up in the air?

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Child B: When did the wind blow so hard?

Child A: On Saturday when it was the storm.

Child A: Why did the washing blow so high?

Child B: The wind blew and the clouds were pushing.

Pupil Voice

I liked other people asking the questions and other people answering my questions.

I liked being right!

Teacher Voice

Well done! You used a super variety of question words to create your own questions about the story.

Next Steps: We will use this game to create questions for each other in our reading groups.

Transcript 2 - Group discussion

Teacher: Can you tell me about what happened to you when it was very windy?

Child A: In my street there was a storm. It made a tree fall on a car but the people were safe.

Child B: I saw the bins blown over too. There was lots of rubbish.

Teacher: What happened in our playground after the windy day?

Child A: A tree branch fell.

Child C: Stuff broke.

Child A: There are bins outside and it has scattered rubbish everywhere.

Child C: We should pick up the rubbish!

Child A: Yeah! Animals could get harmed!

Pupil Voice

See Transcript

Teacher Voice

Great idea! I loved hearing about your experiences and stories about what happened to you when it was windy.

Learning Intentions:

I am learning to:

- collect objects to gather information.
- organise and display my findings

Success Criteria:

I can:

- collect a variety of objects (rubbish) from the playground. (*The pupils defined exactly what objects we would be collecting*).
- choose how to sort the rubbish items.
- count the items of rubbish that have been collected
- use the information gathered to create a bar graph.

Pupil Voice

See Transcript below

Teacher: How can we sort the rubbish that we have gathered?

Child B: We need to put piles into different hula hoops.

Child A: We could do wrappers. We could put wrappers into one area - green (hula hoop)! Plastic could go into purple.

Child C: And food into the orange one!

Teacher Voice

I really like the way you chose how to sort the rubbish. Great thinking!

Next Steps:

I wonder if there is a different way to sort or organise objects that we have collected?

Learning Intentions:

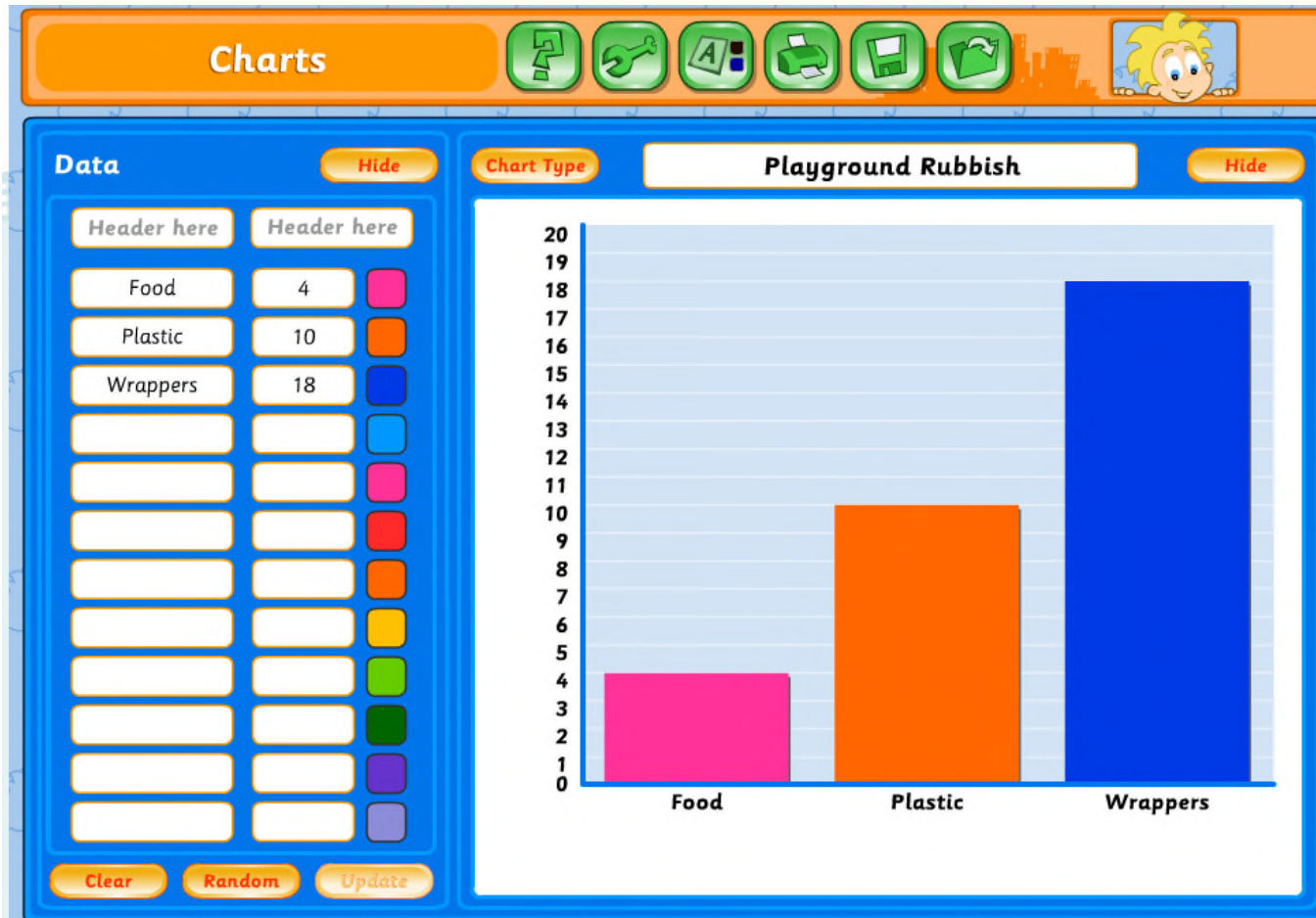
I am learning to:

- collect objects to gather information.
- **organise and display my findings**

Success Criteria:

I can:

- collect a variety of objects (rubbish) from the playground. (*The pupils defined exactly what objects we would be collecting*).
- choose how to sort the rubbish items.
- count the items of rubbish that have been collected
- **use the information gathered to create a bar graph.**

Pupil Voice

There is a little bit of food and a lot of wrappers.

I like that it shows us how much we got.

Teacher Voice

Super! You have used the information gathered from the rubbish sort in the playground to create your own bar graph.

Next Steps

We could use our question words to ask each other questions about the information in the graph.