

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	S107
Curriculum Area(s)	Maths and Health and Wellbeing
Level	Second
Stage(s)	Pr 7

Experiences and Outcomes:

I can display data in a clear way using a suitable scale, by choosing appropriately from an extended range of tables, charts, diagrams and graphs, making effective use of technology.

MTH 2-21a

By applying my knowledge and understanding of current healthy eating advice I can contribute to a healthy eating plan. **HWB 2-30a**

Learning Intentions:

To make effective use of technology

To display data in a clear way.

To contribute to a healthy eating plan.

Success Criteria:

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

I can use search engines to research.

I can use Word document (Chart options) to display my data.

I can use a suitable scale.

I can discuss why we need healthy eating advice.

I can write a healthy eating plan.

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**.

Background information

- The children for their Provost Debate chose "Should the government do more to reduce obesity."
- In Maths they had been learning about displaying information in a variety of ways.
- The children had recently finished a WWII learning context where they had been looking at rationing.
- In health we were learning about obesity and possible related health problems.
-

Lesson 1

LI - To make effective use of technology.

SC - I can use search engines to research.

Using a class set of laptops the children were given the task of researching about the percentage of people who are obese or overweight. They also had to find out if the rates had

been rising over the last few years and what age groups were worst affected. They had no restrictions on how they could display this information but it was suggested that laying it out in a table format would make it easier for them to record the information. As a class we discussed using valid and reliable sources and referencing these correctly. We chose 4 websites that would give us information that was reliable.

Appendix 1

This example shows that the child included all the relevant research in a clear, concise way and has included references.

Lesson 2

LI - To make effective use of technology

LI - To display data in a clear way.

SC - I can use Word document (Chart options) to display my data.

SC - I can use a suitable scale.

As a class we discussed some of the findings from the previous lesson and I allowed the children to share some of the data they were surprised about. This included the information that the percentage of people who were overweight was falling but the percentage of people who were obese was rising. Also the ages of people who were overweight or obese (30's onwards) had the children discussing why this happened.

The children were then asked to choose one type of data from their research and display it in the form of a bar graph, line graph, pie chart or another way that they had been learning about in Maths using the laptops provided. They were reminded to include all the relevant labels and scales.

Appendix 2

The child chose to display their data in a bar graph using Word (Chart options) and included all the relevant labels and scales.

Lesson 3

LI - To contribute to a healthy eating plan.

SC - I can discuss why we need healthy eating advice.

SC - I can write a healthy eating plan.

We started this lesson by looking at the Eatwell Guide on the NHS website (www.nhs.uk/live-well/eat-well/the-eatwell-guide/). It has an interactive food plate and gives advice on what to eat in each food group, portion control and general healthy eating advice. I asked the children why people would need this advice and they answered:

- "Because they don't do it until they are told to do it."
- "If they don't get advice then they could be stuck in their house and not do the things they did before because of their weight."
- "A nice meal takes longer to make but a microwave meal, which is less healthy, is quicker."
- "They need to be taught how to eat healthily for the rest of their lives because they are all going to be too fat if they don't do this."

The children were given the task of creating their own healthy eating plan incorporating all the healthy eating advice given by the NHS/Government. This was to include their 5-a-day and a reduced number of sugary snacks. They were to try to have a balanced diet too. Once finished they had to assess whether they had all the requirements, read their plan to their shoulder partner and got their work peer assessed (traffic lights).

Appendix 3

The child has written a Healthy Eating Plan which includes food from each food group, has achieved a good overall balance and has included more than 5-a-day. The child had to assess if they had the 5-a-day by counting up the amount of fruit and vegetables underlined and circle any high sugar foods. The plan was then peer assessed by their shoulder partner to determine if it was a healthy plan. The traffic light was green.

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

Say - Why people need healthy eating advice?

Write - A healthy eating plan

Make - Display data using Word (Chart options)

Do - Use the laptops to research

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

During the discussion the child (and the others in the class too) were encouraged to share their ideas and were given positive feedback from the teacher and sometimes asked further questions to allow the children to develop their answers.

In their written work a stamp was used as positive feedback and a comment was used to explain why they got the stamp. Their work was peer assessed by their shoulder partner.

Next steps

We are continuing to learning about healthy eating by looking at food advertising and relating this to whether it is for healthy/unhealthy food. This will be developed into an "Apprentice" style activity where they need to create, make and market their own product.

Pupil Voice:

What have you learned?

"I have learned about what food you should try to avoid because it is unhealthy."

"I have learned how to make a graph using the computer."

"I have learned how to get the information I need from websites that are safe."

How did you learn?

"I used my computer skills to make a graph."

"I listened to what other children were saying about why people need to be more healthy."

"I used the Eatwell plate to help me understand more about food groups."

What skills have you developed?

"I can research information"

"I can make a graph using a computer"

"I can tell what food is healthy"

Did the learner successfully attain the outcomes?

YES

18.12.18

Health

L1-To make effective use of technology.
 5.C-I can use search engines to research.

My Research

Obesity and overweight rates in England from 1993-2013

Year	Obese	Overweight
1993	18%	38%
1998	20%	39%
2003	24%	40%
2008	26%	39%
2013	27%	38%

Adult obesity has risen by 11% from 1993-2013.

	Children's Obesity/overweight in UK	
	Age 4-5	Age 10-11
boys	23%	36%
girls	22%	32%

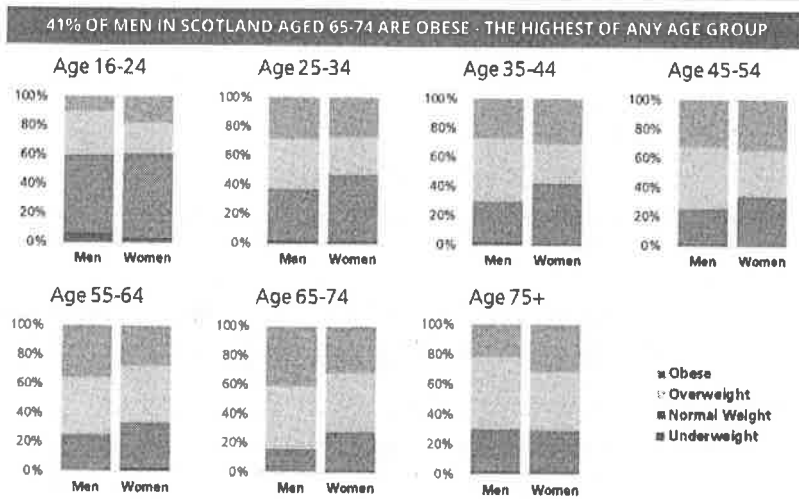
1 in 10 children age 5, are obese.

1 in 5 children age 11, are obese.

62% of UK's adults are obese or overweight now (2018)

Overweight and obesity is the biggest cause of cancer after smoking.

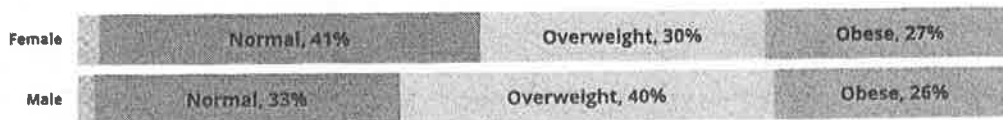
Survey done in 2016 in Scotland,



Obesity rates are higher in deprived areas than in the least deprived areas. However, rates are highest in the second-most deprived quintile (36%) than in the most deprived quintile of areas (32%).

Survey done in 2016 in England

In England, men are more likely to have a body mass index measurement above normal weight.



References

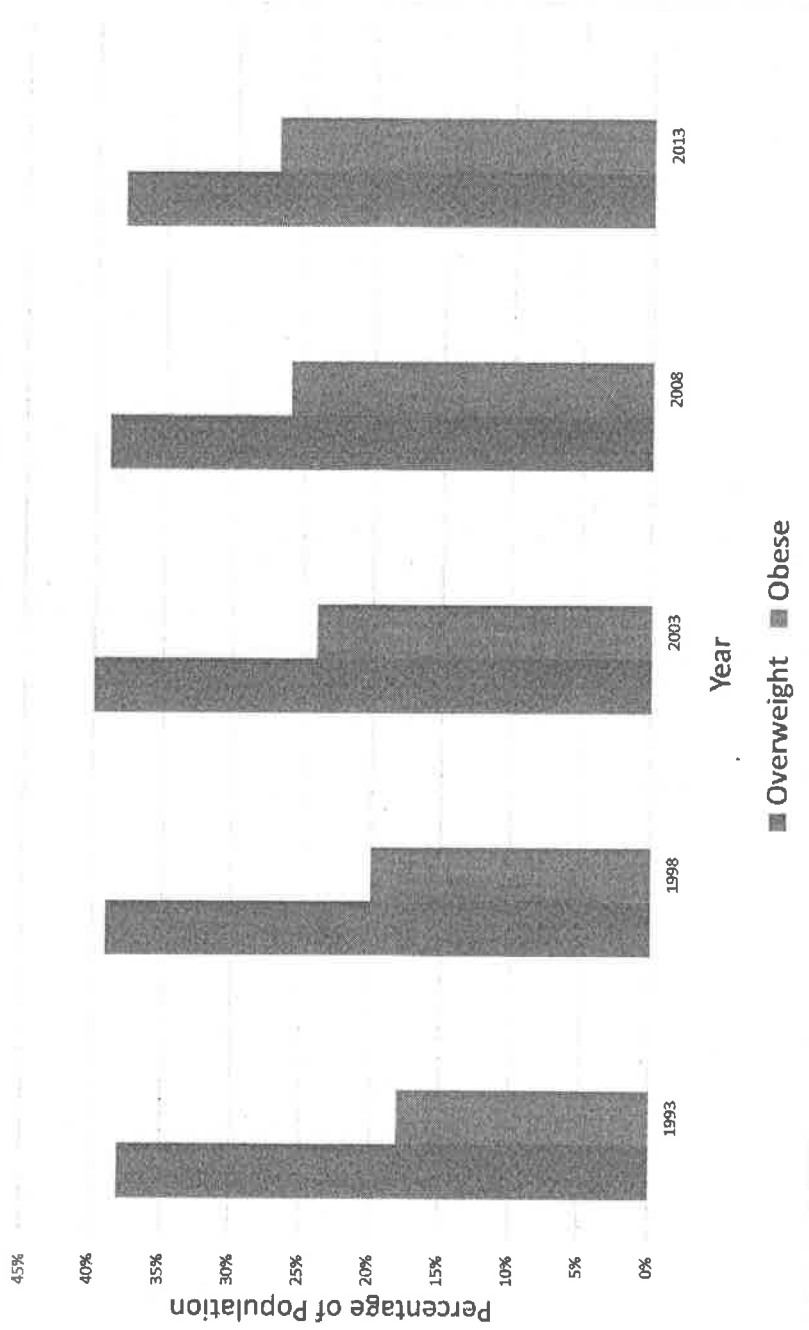
- www.researchbriefings.files.parliament.uk/documents/SN03336/SN03336.pdf
- www.cancerresearchuk.org/health-professional/cancer-statistics/risk/overweight-and-obesity
- www.healthsurvey.hscic.gov.uk/data-visualisation/data-visualisation/explore-the-trends/weight.aspx



Fantastic research! You used technology confidently to produce this work.

Appendix 2

Obesity and overweight rates in England from 1993 to 2013



Well done, you included all the information to make your graph correct.

16.1.19

Healthy Eating Plan

Appendix 3

L1-To contribute to a healthy eating plan.
 GC-I can write a healthy eating plan.

Breakfast - Porridge with milk, raspberries, blueberries and a glass of water

Snack - An apple

Lunch - Ham Sandwich with lettuce, carrots, raspberries, apple juice and a yoghurt

Snack - Salt and Vinegar Crisps

Dinner - Spaghetti bolognese (spaghetti, mince, onion, tomatoes and parmesan cheese) glass of Milk

Snack - Toast and Jam

My 5 a day are underlined

High Sugar foods are circled

I am eating 9 portions of fruit and vegetables.

I have made a healthy balanced eating plan. ●



Well done, you have chosen lots of healthy food to make a balanced Healthy Eating Plan