

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	B3
Curriculum Area(s)	Science and Literacy
Level	Early
Stage(s)	P1
Specific subject (if applicable)	

Experiences and Outcomes:

I have helped to grow plants and can name their basic parts. I can talk about how they grow and what I need to look after them. SCN 0-03a

Within real and imaginary situations, I share experiences and feelings, ideas and information in a way that communicates my message. LIT 0-26a

Learning Intentions:

To name and identify the basic parts of a plant

Talk about what a plant needs to grow

To look after plants

To share feelings and experiences to communicate a message

Success Criteria:

I can:

Label the parts of the plant

Explain what a plant needs to live

Share how to look after the plant

Describe the process of growing a plant

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

Lesson 1

Discussion to establish prior knowledge. Looked at beans and discussed what we could do with them. Used NGfL website and games to introduce the parts of the plant and we looked closely at some real plants in the classroom.

Lesson 2

Stations – label a plant, plant dice game, played NGfL plant game, create castles to go on top of a beanstalk

Lesson 3 and 4

We planted beans and wrote sequenced instructions. Finger painted a plant and labelled each part and played @How you're your garden grow? We made predictions and decided where to store our beans.

Lesson 5

We discussed as a class how to record the beans grow. The children made suggestions and we voted on whether we should write a story (inspired by Jack and the Beanstalk) or keep a diary. The class voted for a diary and we wrote the first entry.

Lesson 6 – we played the plant growing game and wrote in our diary (diary was continued on 2 more occasions during a writing time)

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 – class discussions and pupil comments on work, pupils asked to explain their choices of where to keep their beans and discuss feelings.

Write – instructions, predictions, 'bean' diary

Do- planting, observing

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.

The pupil was able to name the basic parts of the plant both orally and in her written work. She was able to clearly explain what a plant needs to grow and how to look after them. This was demonstrated by placing her plant by the window and watering every other day. She was able to accurately predict which of the 3 bean plants would grow the best. The pupil was able to share their feelings and experiences in her diary.

Next steps: unfortunately the beans in the dark went mouldy so we did not fully prove our predictions or see if a plant can grow without light or water. It would be useful to run a similar experiment, letting the children lead the learning. The child was interested in the names of the more intricate parts of the plant and is looking forward to revisiting this in the upper school.

Pupil Voice:

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

Pupil Voice:

What have you learned?

I learnt how to grow a bean. We grew it to find out if a giant was at the top. I had to know how to water it and make sure it was in the sun light.

How did you learn?

We learnt it by planting a bean and by playing games and using the whiteboard. I liked when I wrote a diary about it.

What skills have you developed?

My skills are how to look after a bean.

Learner Evidence

B3

Lesson 1.

Pupil Voice

The class were shown beans and asked what they were. We discussed if they knew how plants grow. They had some experience of planting bulbs in nursery.

Pupil: "If you have a bulb it can grow if it has soil. I think it grows in a pot and it maybe will eat the mud or something. It can grow if it is warm"

T: "What do you think we could do with the beans?"

Pupil: "Maybe we could see if they will grow in our classroom. (discussion with shoulder partners) I think you will have to put it in the soil and it will grow into a plant. Pupil X says that it needs water. We did that in nursery."

T: "What shall we do with the beans then?"

Pupil: "We need to put it in a pot with mud and it will grow into something. I can give it mud and water and then we will have to wait and look until it grows."

T: What might it grow into?

Pupil: "I think it might grow into a plant, maybe a beanstalk with a giant at the top? I will give it water to drink until it reaches the top of the room."

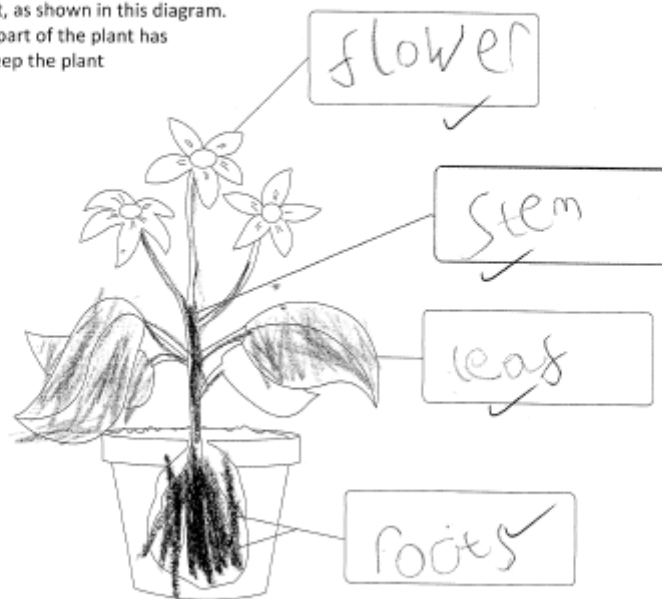
We then discussed what the bean would need and as a class the pupils decided it would need soil, water and light.

B3

Parts of the plant.

Lesson 2.

The pupil was able to name and identify the different parts of a plant, as shown in this diagram. They understood that each part of the plant has an important job to do to keep the plant growing and alive.



*great work!
 ✓ You have identified and named the parts of the plant.

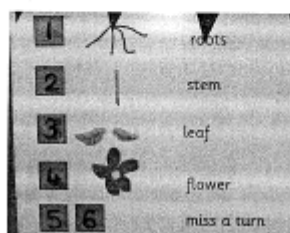
"I know the names for the all bits of the plant. When we are up the school I want to learn more parts like all the inside of the flower, I can't remember the names of them yet."

"The stem is like a straw and it sucks water up to grow."

"The roots hold it in place so it won't fall over if it is windy and help get the water too."

"The flowers are so the bees think it's pretty and come for food to make honey."

"Plant Part dice game"



Plant Part Dice Game – this showed that the pupil was able to identify and place the parts in the right place on a plant. The pupil was able to play this game with her peers and even supported a friend when stuck, showing a sound understanding of the parts of the plant.

B3

Lesson 3 & 4

How to plant a bean.

1. put soil in pot 2. put bean in soil



3. Water the bean.



4. wait for the bean to grow.



* Good instructions.
* You understand how to plant a bean and how to look after it!



"How Does Your Garden Grow?" game - during this game the pupils had to roll the dice and are either able to take a plant part or are given rain (which makes the plant grow taller), sun (which also makes the plant grow taller) or a snail (which eats the plant).

We discussed what each roll of the dice would do to the plant and the pupil was aware how the rain, sun and snail would affect their plant growing.

(completed with PSA whilst teacher worked with a group on instructions and another group fingerpainted.)

The pupil was able to decide how to plant the bean in the soil and was aware that it would need water and light. With some adult support (segmenting the words) she was able to write the instructions to communicate her message to "other people, like mummy, if she wants to plant beans".

Lesson 3 & 4

Parts of the Plant.

B3

As one of their stations the children had to finger paint a plant to show all of the parts. The learner was able to do this and, when dry, able to label the parts.

This also showed a depth of knowledge as the pupil was able to complete this picture without text or picture cues.



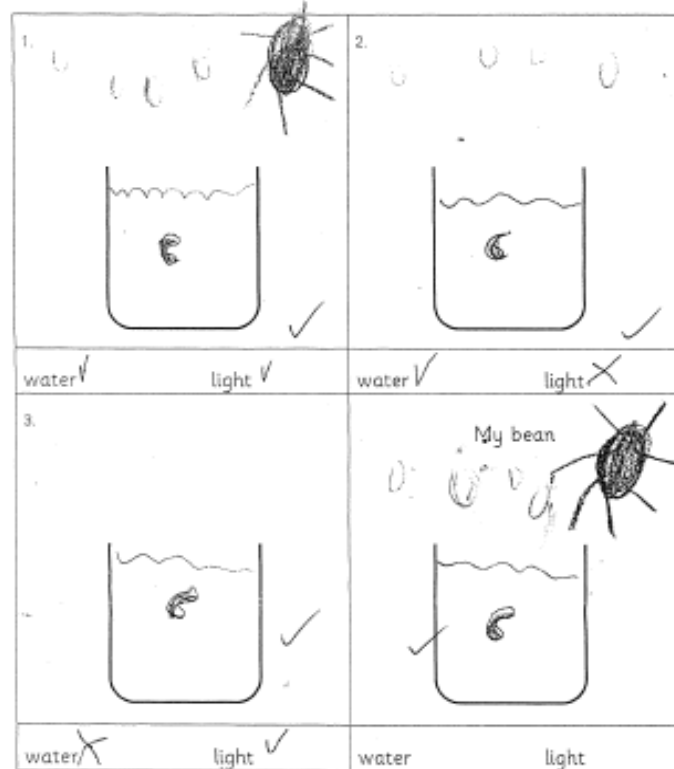
- * You have painted the parts of the plant
- * You have labelled and identified the parts of the plant

B3

Lesson 4

Our bean experiment.

We are learning what bean plants need to grow.

Plants need sun and water to grow.I think bean oh will grow the best becauseit has sun and rain.

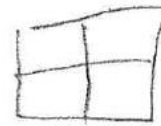
* You know what a bean needs to grow!

The pupil knew what the plant would need to grow ("sun and water") – she wanted to write "water" and not "rain" at the top of the sheet as she was aware that our beans would need to be watered as they were not living outside. We discussed placing it near the window in order for the bean to get light from the sun, showing a clear understanding of what the bean would need to grow.

Lesson 5
B3

Day 1

3.11.15



I planted my bean
I feel excited.

*You shared your feelings about
planting a bean.

The pupils decided to keep a diary to communicate our experience and feelings of growing a bean. In this piece the pupil communicates her feeling of being "excited".

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Day 7

9.11.15

I have to water my
bean every day.



Your bean is
growing! 😊

It has a leaf and
a stem. * You have shared how
you look after your bean.

When the bean began to grow and the stalk moved, the learner noticed that they had turned towards the window. The class discussed the idea of the flower moving towards the sun to get as much light as possible. They also gave the bean water every other day as soon as they came into school.

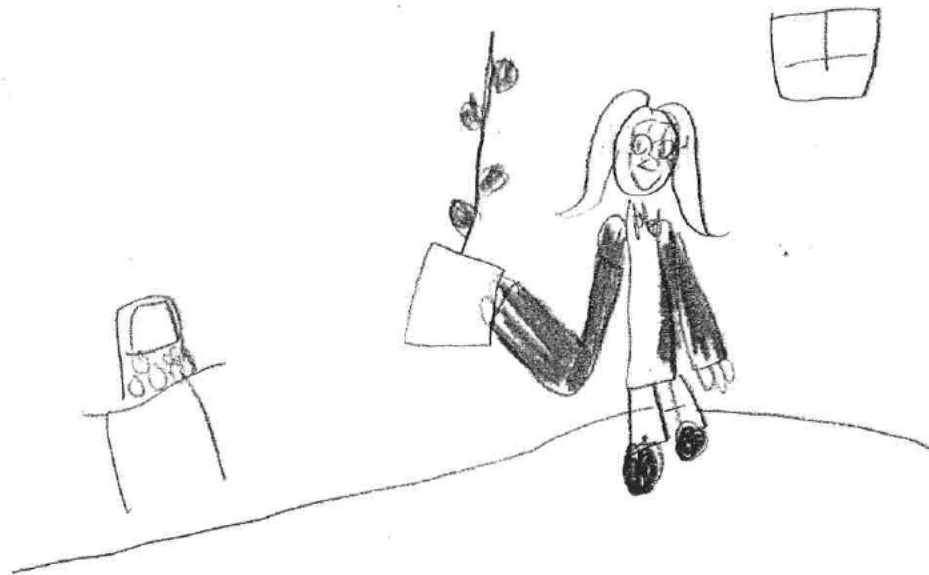
This showed that the pupil was recognising the important things that the plant need to grow.

The pupil shows in this piece of writing that she understands a plant needs water to grow. She is sharing information to communicate her message. In the final piece the pupil again shares her feelings about growing a bean.

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day 21

23.11.15



my bean has grown.
 it is great.
 I am happy.

Pupil Voice

The teacher and the pupil discussed the work completed and were looking at the fully grown bean.

Pupil: "I want to take my bean home to show my Mum, she will be proud of me"

T: "How do you feel about your bean?"

Pupil: "I am happy (asked why) because I made it grow big."

T: "What did you have to do to look after your plant?"

Pupil: "I had to put it in the pot of soil and give it water on some days."

T: Did you do anything else?(indicating towards where the beans were kept)

Pupil: "I wanted to put it by the window. (asked why) so it could have sun light and grow big and strong and it could see me wave to it from the playground."

T: How might you let other people find out about how to grow a bean?

Pupil: I can show them. Or they can see my list (pointing at her instructions) or my diary.

