

**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 | BB4 |
| Curriculum Area(s) | Expressive Arts/Science |
| Level | Early |
| Stage(s) | Nursery |
| Specific subject (if applicable) | |

Experiences and Outcomes:

Working on my own and with others, I use my curiosity and imagination to solve design problems. EXA 0-06a

Through creative play, I explore different materials and can share my reasoning for selecting materials for different purposes. SCN 0-15a

Learning Intentions:

To use our imagination to solve problems
To explore different materials
To select materials for a purpose

Success Criteria:

I can explain my problem to others
I can suggest a way to solve a problem
I can persevere to try and solve a problem
I can observe
I can talk about basic properties of materials
I can suggest what an object is made of
I can say why I have chosen an object to use.

Practitioner Moderation Template

Learner Evidence

Construction using large wooden blocks and crates/planks. Open ended resources for imaginative play indoors and outdoors.

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: Explaining problems to others; Talking about materials; making suggestions and explaining his reasons

Make: Artwork/ sewing.

Do: Building models using large construction.

Did the learner successfully attain the outcomes? YES/NO

Yes

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

Oral feedback was given throughout the activities, for example:

- sewing activity: "you are very good at threading the needle"; "I can see you're concentrating hard"; "I like the lines that you have made and the pattern they make". B suggested himself that the next time he could make a larger pattern or rectangles. Next steps could include sewing using different materials, such as threads, hessian, darning needles.

- independent artwork: "I like the lines you have made"; "what could you use to make your picture look more like a firework?". Next steps will include continuing to introduce B to a variety of creative techniques to further develop his skills in using the visual elements.

- construction: "you've worked really well together"; "I'm glad you spotted that problem before you had an accident and somebody got hurt". Next steps included adding further resources to the open ended construction, such as hard hats, spirit levels, measuring tapes, clipboards and examples of architects plans.

Pupil Voice:

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

"I have learned how to sew. It was really tricky. I am going to show my mum how to do it."

"I watched the fireworks and then I painted them and made them glitter. I like my picture."

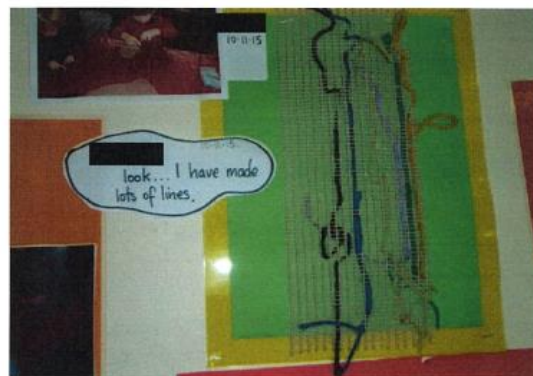
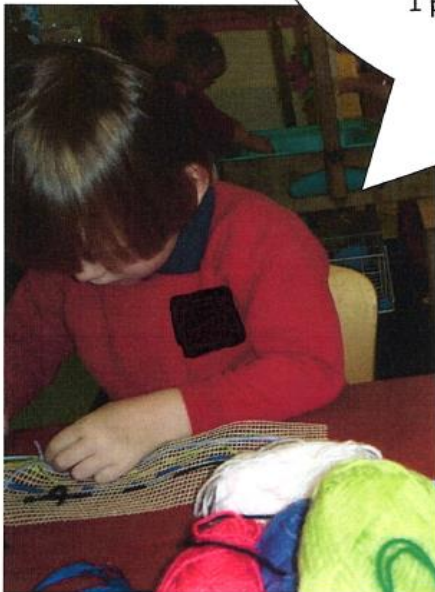
"I like building in the big blocks with my friends. We can build lots of things. I'm good at building lots of things."

Learner Evidence

Sewing Activity

- I can persevere to try and solve a problem
- I can talk about the basic properties of a material
- I can suggest what an object is made of

Look I have made lots of lines. I made a line pattern. First I used a needle. I put green wool through the needle and then I put it through the hole in my mat. Then I did it all over again using black, blue, yellow and purple blue. The next time I will use orange and pink and red and I will make coloured rectangles. I like my picture because I just like all the colours. Next time if I put the needle through two holes then it would make a bigger pattern.



B can talk confidently about the basic properties of the materials he was using when creating a picture using by sewing coloured wool through a 'binka mat'. He could tell me he was making lot of coloured lines with the wool and with great concentration he persevered until he had mastered the skill of threading the needle through the holes in the mat. B could also talk about wool coming from a sheep and that jumpers and trouser are made of wool. B was proud to see it displayed on the playroom wall and took his mum to see it.

Independent Artwork

- I can use my observation skills
- I can talk about the basic properties of a material
- I can say why I have chosen an object to use
- I can explain my problem to others
- I can suggest a way to solve a problem



I am making a firework picture. I am putting sparkles on my picture so they shine like real ones but I have to put glue on so they stick. First I got a back piece of paper then I painted the firework I used pink and beige paint. I like the sparkles best on my picture. I could have put my name on it.



B has observed fireworks at a display and selected the appropriate materials to create his own firework picture, explaining his choices. He understood that the sequins/glitter would shine to give the effect of light and would not stick without glue.

Construction using large resources

- I can explain my problem to others
- I can suggest a way to solve a problem
- I can persevere to try and solve a problem
- I can use observation skills



We need to use a big block so it doesn't wobble.



How can we get it up that high? I need something to stand on.

B confidently works with a small group of his peers, sharing ideas and suggesting ways that they can build large models, both indoors and out. He can identify when a problem has arisen and will persevere to solve it, eg wobbly seats on the car he had built.