

**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	BB
Practitioner Code	BB1
Curriculum Area(s)	Technologies & Health and Wellbeing
Level	Early
Stage(s)	Nursery
Specific subject (if applicable)	

Experiences and Outcomes:

I enjoy playing with and exploring technologies to discover what they can do and how they can help us. TCH 0-01a

Together we enjoy handling, tasting, talking and learning about different foods, discovering ways in which eating and drinking may help us to grow and keep healthy. HWB 0-30a

Learning Intentions:

We are learning about technologies and what they can do.

We are learning to handle, taste and talk about different foods.

Success Criteria:

- I can identify different technologies I have used
- I can talk about what they do
- I can identify different types of food
- I can talk about how to prepare some familiar foods
- I can talk about what foods taste like

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

Through simple cooking activities the children were introduced to different ways of preparing food.

1. Introducing simple technologies – Sweet Potato wedges
Talk to children about different technologies used for cooking, what they have at home.
Explain that not all technology used is electrical.
Introduce 2 types of knives (blunt/sharp) for chopping the sweet potato.
Ask children to try each knife and decide which the best is.
2. Introduce more simple technologies – Pumpkin soup.
Introduce the grater to the children in addition to using the sharp knife.
3. Introduce more complex technology – Salsa
Children chose to use the sharp knife from the previous activity and I introduced two types of juicer.
Ask the children to compare the juicers and decide which the best is.
4. Introduce electrical technology – Banana smoothies
Children were given the choice of different technologies, a sharp knife, juicer and blender to make banana smoothies. The children were asked to choose which would be most appropriate, and explain why.

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Learner Evidence

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 – Name different types of technology and talk about what they do. Talk about different type of food, ways they can be prepared and how they taste.

Make – Prepare different types of food using different types of technology.

Do – Have a go at tasting different types of food

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.

Ongoing feedback was given throughout all the learning experiences i.e. “you are using your knife very safely”; “that was a good suggestion why don’t we give that a try”; “oh that didn’t work what could we try next?”; “You are right you knew that was the juicer”; “Well done for trying something new.”

Next steps: we have continued to use different types of technology for preparing food e.g. Christmas vegetables and shortbread for St Andrews day.

Pupil Voice:

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

“I’m good at chopping. The knife is sharp you have to be safe.”

“I like cooking. I’m good at making smoothies - can we do it again?”

Learner Evidence

Sweet Potato Wedges & Pumpkin Soup



The small knife was hard to cut with. The sharp one made wedges.



I used the peeler to take the skin off the potato. The grater made the bits very small. We made pumpkin soup.



L confidently identified the two types of knives, peeler and grater and could say what we use them for. He could say which knife was easiest to use to cut the potato and explain why. He used the technologies confidently and safely. Although he could not name the sweet potato, he could identify all the other ingredients. L could name ways in which we can prepare potatoes, such as mash, chips, roast or in soup. He was keen to taste both the soup and sweet potato wedges. He enjoyed the pumpkin soup but expressed his dislike of the wedges!

Salsa



The big juicer was really hard. We did it together so it worked. I liked the small one it was easy.



We compared two types of juicers. He recognised the modern juicer from previous experience at nursery and could describe how it worked. L thought using the modern juicer would be easier than the using the old fashioned one. After using both L decided that he preferred using the old fashioned technology. L had a go at trying the Salsa for snack, he didn't like it.

Banana Smoothies



The blender went really fast, we plugged it into the wall and pushed the button. It mushed it all together for snack.

Why couldn't we use a knife to make a smoothie?

The knife just cut it in big bits, you can't drink big bits.

L was given the choice of technologies to help make the banana smoothies. He was able to make a reasoned choice and could confidently explain his reasons for his decision. He was able to confidently suggest the ingredients needed to make the smoothies i.e. milk and bananas. L had the smoothie for snack, he really enjoyed it.