

**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	BB2
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

MNU 0-11a

Learning Intentions:

We are learning to use our imagination to solve problems.

We are learning to explore different materials and select materials for a purpose.

We are learning to investigate size in the world around us.

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 use observation skills
- I can talk about the basic properties of a material (eg hard/soft, smooth/rough)
- I can suggest what an object is made of (eg metal, wood, plastic, cardboard)
- I can say why I have chosen an object to use
- I can compare two objects to measure them
- I can talk about big/small
- I can talk about long/short
- I can talk about thick/thin

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

Woodwork bench

- Children drew a plan of their model
- Children discussed what they would like their model to do (e.g. wheels turn or stand up)
- Children selected the materials they required to build their model (e.g different shapes and sizes of wood, recycled material, fabric, paint)
- Children built their model using tools (e.g. hammer, nails, saw, glue gun, G-clamp, sandpaper)
- Throughout the building process children were encouraged to problem-solve, talk about sizes and properties of objects.
- The completed models were displayed alongside original plans and self, peer and parent evaluation comments.

Design a raincoat

- Children were presented with a challenge – a letter from a toy dog asking if they can design him a raincoat so he can come out to play in the garden.
- Children were provided with the dog, a selection of materials (e.g. bubble wrap, tinfoil, tissue paper, cardboard, plastic) and a spray bottle of water for testing the waterproof properties of the materials.
- Children discussed the materials they felt would be successful, suggesting what they were made of, and tested them with water.
- Children used thumbs up/down to choose which material to make the raincoat from.
- Children took the dog out to play in his coat!

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

- Discussions about problems
- Suggestions about how to solve problems
- Discussions about properties of materials
- Talking about size and measure

Write

- Drawing plan of model

Make

- Woodwork model
- Raincoat

Do

- Testing materials with water

Did the learner successfully attain the outcomes? YES/NO

Yes

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Learner Evidence

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

The child was given oral feedback and praise throughout the activities e.g. -
"Well done, you solved the problem of your nail not going in by using glue instead."
"You are right, the piece of tinfoil is too small so his tail is getting wet".

He was also read the evaluative annotation from his learning story, which he helped to complete with his own comments for his profile.

After the woodwork activity the child evaluated his work, his parent left a comment and one of his peers evaluated it as their favourite model. (see evidence)

Next steps for the child included him applying his learning in a different context. He used the skills he had developed to build further models both through construction toys and junk modelling. There was a role play stage in the room and he decided it needed a microphone. He requested the materials he required to build it (a tube, tinfoil, tape, wire, a piece of wood and a g-clamp) and used his problem-solving skills to describe the problem he had attaching the wire and his solution of making two holes and threading it through.

Pupil Voice:

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

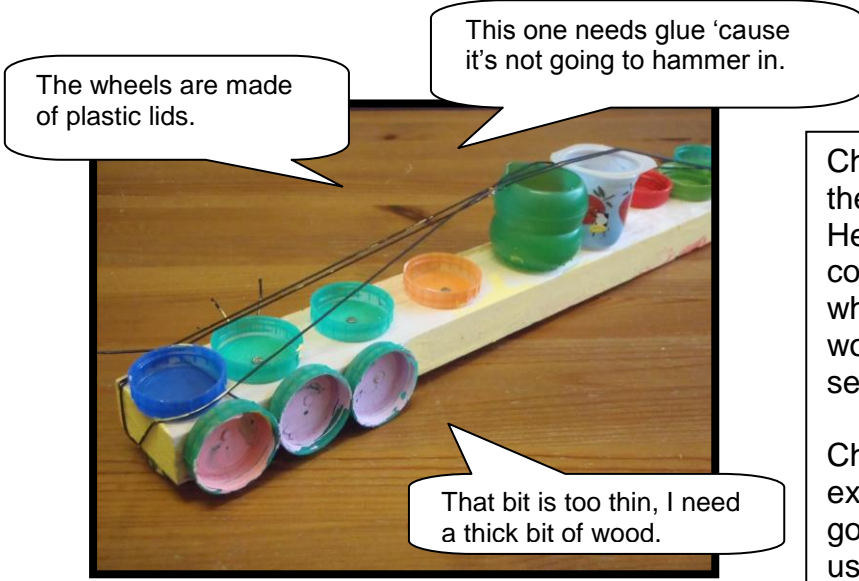
Woodwork bench

"I learned I needed nails and a hammer and the hammer did not work so I used the hot glue gun. I like where I hammered the bits on but I need to paint the side 'cause I forgot! I learned how to use a hammer when I hammered the wheels."

Design a raincoat

"I learned that bubble wrap did work with the dog, it kept him dry and that paper did not work, it ripped. I used water and sprayed it on and touched Scottie to see if 'him' wet or dry."

Learner Evidence

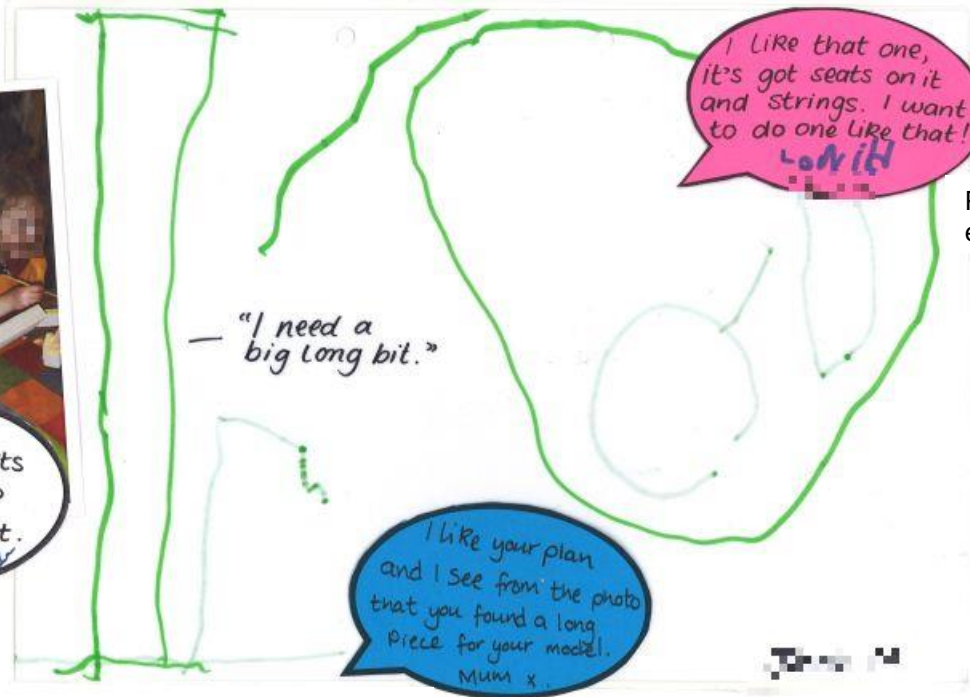


Child J designed an aeroplane on paper then built a model at the woodwork bench. He explored the materials and carefully considered what he needed and explained why. He wished a "long", "thick" piece of wood so compared a selection of wood, selecting an appropriate piece.

Child J persevered to solve a problem, explaining that he could not get a nail to go through plastic and asking for glue to use instead.



Self evaluation



Peer evaluation

Parent evaluation

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Learner Evidence

Not this one. He gets wet.

Child J used his observational skills to investigate the properties of a variety of different materials and suggest what they were made of. He also demonstrated good use of mathematical language, describing pieces of material as “too small” and “too thin”.

Child J persevered, trying each piece of material and was able to confidently describe the problem and his chosen solution – a coat made of bubble wrap.



It's too small, his head will get wet.