

**East Renfrewshire Council: Education Department
Practitioner Moderation**

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	C
Practitioner Code	C3
Curriculum Area(s)	Literacy
Level	Early Years
Stage(s)	Pre-school (3-5)
Specific subject (if applicable)	<i>Message in a Bottle</i>

Experiences and Outcomes:

“As I play and learn, I enjoy exploring interesting materials for writing and different ways of recording my experiences, feelings, ideas and information.” **Lit 0-21b**

Learning Intentions:

- I am learning to make marks by using different types of materials.
- I am learning to record my ideas in different ways.

Success Criteria:

- I can choose my tools for writing.
- I can share and record my ideas
- I can write from left to right

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

Learning experience – *Message in a Bottle*:

- 1) Children listen, watch and participate in an enactment of a short story about the Owl & the Pussycat going to sea and getting stranded on Bong Tree Island. They watch an adult write an SOS message and send it in a bottle to get the animals rescued.
- 2) The children are invited to suggest what materials they might write with on a desert island. They try making their own paints, using berries, sand, water and mud. Writing implements offered include feathers, sticks, charcoal (burnt stick) and brushes. Children are invited to compose and discuss their own SOS messages and scribe them, with various levels of scaffolding provided according to need and ability.
- 3) They roll up their messages, insert them in bottles and float them in the water tray, continuing with imaginary role play.

Design principles: Story-telling & making paint promotes engagement, **Enjoyment & Breadth** through imaginative and discovery play. **Personalisation & Choice** – children make and choose their own writing materials, and compose their own message or map. Children are active participants in all stages, contributing to the story and problem-solving with their ideas and suggestions. **Progression & Challenge** – levels of scaffolding are gradually increased to advance the child’s level of skill e.g. moving from writing “SOS” to their own name to then copying out more complex words or drawing a map. **Relevance** - the task emphasises that writing and mark-making have a purpose and meaning - communicating a message.

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- expressing ideas on the story and on what could be found on a desert island to write with; discussing what implements and materials to use, and what to write; commenting on the process of writing; recapping what your message says.

(Child's comments recorded under photographs)

Write – writing SOS, own name and writing further words or making a map to communicate a message. Child D wrote “SOS” (from memory after watching modelling during the story), added his own name independently, chose his own words for a message and followed an adult example to scribe these. Adult scaffolding increased from invitation and encouragement to modelling and example as the challenge level was raised.

Make – creating a message, rolled up in a bottle

Do – sourcing, making and exploring different writing materials; role play revolving round the purpose of a written message

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

“That’s great; you’ve found paper for your message.”

“That’s a good idea to mix water with the raspberries for your paint.”

“That’s fantastic; you remembered how to write the letters SOS all by yourself.”

“Well done, you’ve written your name by yourself. Do you like writing with the charcoal?”

“What else would you like to say in your message? You need to tell people where you are....”

“Would you like me to write those words for you to copy?... So you start here and go this way. That’s it.”

“That’s fabulous writing. Now you know how to write a message asking for help if you need it.”

“Yes, you can have a raspberry and a blueberry. You deserve it for all that wonderful work.”

Pupil Voice:

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

“SOS means help”

“I learned to do a message in a bottle.”

Child D floated his bottle in the water tray, then re-opened it and read his message out to himself aloud, “Help, D (name). I’m stuck on Nursery Island.”

Did the learner successfully attain the outcomes? YES/NO

Yes:

- made marks with different chosen materials (charcoal, raspberry paint, feathers, brushes)
- wrote down his own ideas with various levels of scaffolding, discussed process with peers, adults and himself
- wrote from left to right

Practitioner Moderation Template

Learner Evidence

Evidence



Telling the story of the Owl & Pussycat, stuck on Bong-Tree Island, sending their message in a bottle

Comments:

CDO: "What could they use to write a message?"

Child D: "Sand...wood, leaves."



Making paint with berries & mud



Writing SOS (from memory, modelled during story)



Choosing to write his name on the note with charcoal

Comments:

Child D: "I've found something to write my message on!" (going to find paper after story (to a peer) "What did you find on the island to write your message?"

CDO: "What are you going to write with?"

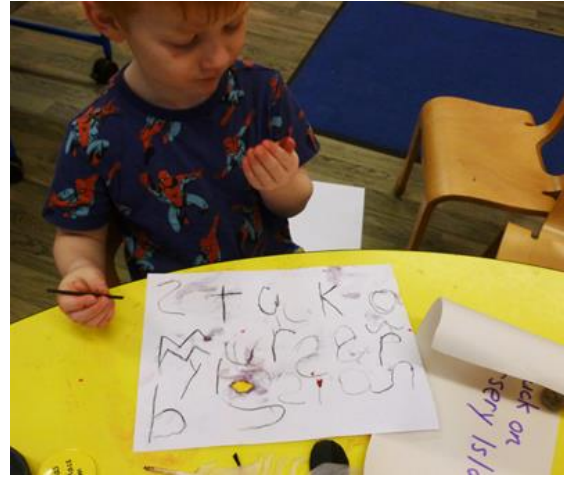
Child D: "A feather" (later changes to a paintbrush, then tries charcoal) (to a peer): "What does your message say?"

Practitioner Moderation Template

Learner Evidence



Copying rest of chosen message from adult example



Copies "stuck on Nursery Island" (own words) with charcoal

Comments:

Child D: "It says Help. They are an 'S' and a 'O'"

"I'll say I'm stuck on Nursery Island, and my name. I can't remember the next letter. Can you write it for me?"



Places message in bottle, floats it in water tray, role plays, recovers message and reads it aloud.

Comments:

Child D: "I learned to do a message in a bottle. Oh, the bottle's going to Nursery Island."

Re-reading his message: "Help, D (name). I am stuck on Nursery Island."