

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

Experiences and Outcomes:

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

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

Learning Intentions:

- To share experiences and information about eating healthy foods at home and in nursery.
- To communicate my ideas in a variety of ways.
- To taste, handle and talk about different foods which make healthy snacks.
- To plan a healthy snack selection for the playroom.

Success Criteria:

- I can describe what the word 'healthy' means.
- I can talk about foods which are healthy.
- I can say why certain foods are important to a healthy body.
- I can identify and discuss different foods.
- I can make a poster showing my healthy foods at home.
- I can talk about the poster in my own words for an adult to scribe.
- I can write a list to organise my ideas with the support of visual word cards.
- I can use mark making to write labels for the day's snack selection.
- I can begin to self evaluate ... my work.

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

The **context** was set within our Snack Area, developing skills in the areas of Literacy, (with a focus on *Writing*) and Health and Wellbeing.

The activities were based around the development of early writing skills where the level of support from the adult gently decreases encouraging the independence of the

child to grow. My hope was that Kay's confidence would increase as she was involved in different ways in the writing process, and come to see herself as an independent writer.

Activity One *Listening to the story, 'EAT YOUR PEAS!' by Kes Gray and Nick Sharratt and discussing which foods are healthy and the reasons why. The children will explore a bag containing both healthy snacks and those which are for 'treats'. They will identify to which group each snack belongs, sorting them into two sets.*

The learning here is focussed on reviewing Kay's understanding of the concept of Healthy Eating and developing that understanding through discussion and exploration of different types of foods.

The evidence for the SC for this activity shows Kay applying her knowledge of her own healthy snacks to the group task and her ability to express her reasons on why she sorted individual snacks into the criteria set out at the start.

Activity Two *Kay will discuss snacks she enjoys at home. She will then make an illustrated poster to communicate her ideas. I will scribe her words for the poster and write down her words which describe further detail about her home snacks.*

Kay demonstrates her ability to share her knowledge and home experience of this area of learning. She communicates her ideas by making a poster and her scribed story.

Activity Three *Kay will discuss the snacks for selection at nursery on the day. Recalling the learning about what makes snacks healthy, Kay will choose the snacks for the boys and girls for the following day. Using picture word cards, Kay will write the list for me to buy at the shops.*

Kay shows a little apprehension at first to attempt the list herself, but is willing to write when she has the support of the visual word bank. She is being challenged to become more responsible for her own learning. She took her time, looked over her work and was pleased with her results.

Activity Four *Kay will check the shopping against the list and begin to help prepare the different foods for the snack area. She will then write the labels using mark making for each selection. She continues to be challenged.*

This activity shows Kay's development and progression, even within these few planned activities. Through her independent writing, Kay demonstrates her growing confidence in her ability to communicate. Her mark making was very revealing. Each mark was identifiable individually and many were recognisable letters. Closer inspection of the letters reveal Kay has used letters familiar to her in her own name, K, i, r and n are clearly visible. Kay is showing her understanding that words are made of letters and she can communicate her ideas through independent writing!

Activity Five *Kay now has the opportunity to review her learning and evaluate her work, thinking also about her next steps.*

The photographs of Kay show how pleased she is with her efforts and her responses confirm understanding of her learning. Her suggestions for the future are very appropriate for this Early Level stage.

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

Please see separate sheets for evidence and photographs for all activities and success criteria.

Feedback was mainly oral. Kay was encouraged throughout for her ideas and effort in all the activities.

Eg Activity One -

Kay - "It has calcium. It has no sugar." (Saying why she chose water for the healthy snack set.)

Teacher - "Well done everyone! You sorted the snacks into healthy snacks and treats. ... Thank you for working so hard together."

At the end of the tasks, Kay was encouraged to take part in a little self-evaluation. We used two props to support Kay - a soft toy star for Kay and the teacher to say which part of her work we particularly liked and a sparkly wand to identify next steps in Kay's learning.

Pupil Voice:

1.What have you learned? 2.How did you learn? 3.What skills have you developed?

1. "About snacks. Healthy snacks. " Words" "Writing"
2. "I took the snacks out the bag and some had sugar. The fruits are healthy. I did drawing and writing."
3. "I am getting good at writing!"

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 - Throughout the activities Kay was verbalising her thoughts and responding to questions which were assessing her ability to meet the success criteria. (Success criteria 1 **I can say what the word healthy means.**) The sorting task at the beginning was an opportunity for Kay to talk about her knowledge and understanding.

Eg Teacher "What do healthy foods do for our bodies?"

Child "They make your body healthy. To move, to jump! You'll grow up tall! They make your teeth healthy."

Write - Activities 2,3 and 4 had key areas of writing linked to the success criteria and where Kay was being challenged to develop her writing skills.

Eg Writing a list using picture words and attempting to write food labels independently.

Make - Kay made an illustrated poster to communicate information about her home snacks.

Did the learner successfully attain the outcomes? **YES/NO**

The learner has met the standard set out in the experiences and outcomes.

Learner Evidence

Evidence for Success Criteria 1-4

- I can describe what the word 'healthy' means.
- I can talk about foods which are healthy.
- I can say why certain foods are important to a healthy body
- I can identify and discuss different foods.

ACTIVITY ONE

(The children listen to the story, 'Eat Your Peas,' by Kes Gray and Nick Sharratt. Our discussion begins.)



Teacher's Voice in red bubbles.

Kay's voice in purple bubbles.

Why did Daisy's mum want her to eat her peas?

Because it was dinner.

Yes. Any other reason?

It's healthy for your body!

Healthy! That's a good word Kay! Tell us what healthy means?

Healthy is good. Feeling good. If you eat sweet things your teeth will fall out.

What kind of food are peas?

Vegetables! I eat vegetables. Carrots, lettuce, broccoli, potatoes.

Good for you Kay!
Those are different
kinds of vegetables.

Vegetables are
healthy foods. What
do healthy foods do
for our bodies?

*They make your body
healthy. To move, to jump,
you'll grow up tall! They
make your teeth healthy.*

That's right Kay! Good
answers! You are thinking
hard. Healthy foods help our
bodies to grow big and strong.

Now we are going to play a
little sorting game all about
snacks.

I explain to the children that I have a little bag and inside there are some different snacks. I tell them that some of the snacks are healthy and some are not so healthy. Each child takes it in turn to close their eyes and put their hand into the bag to find a snack. Each time we will name and talk about the snack found.

Your turn Kay. No
peeping! What did you
find?



Is a tangerine a
healthy food?

A tangerine!

Yes.

What kind of food is a
tangerine?

It's a fruit.



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Learner Evidence

Good answers Kay! Fruits and vegetables are healthy foods!

What's inside that bag Kay?



It's biscuits!

Are biscuits a healthy snack?

No. You can have some after your dinner.

Yes. Sometimes it is okay to have a little treat.

This game continues until the contents of the bag is empty. The children then work together to sort the snacks into two piles. Healthy snacks and treats.

Is everyone happy with that?



I see you put the bottle of water with the healthy snacks. Why do you think water is good to drink?

It has calcium. It has no sugar.

Well done everyone! You sorted the snacks into healthy snacks and treats. Remember healthy snacks are best for our bodies. Thank you for working so hard together!

Evidence for Success Criteria 5 and 6

- I can make a poster showing my healthy foods at home.
- I can talk about the poster in my own words for an adult to scribe.

ACTIVITY TWO

Having talked about the kinds of foods which are healthy and those which we eat less often, the treats, I asked the group to think about the kinds of snacks they ate at home.

What kinds of snacks do you have at home?

Raisins, sultanas, apricots, bananas, sometimes chocolate brownie, melon, pear, apple.

Those sound like great snacks Kay! Which one of your snacks do you think is a treat?

A chocolate brownie! You get that sometimes. I like apricots the best!

Why do you think you only get the brownie sometimes?

Because it's got sugar.

Where do you like to eat your snacks?

I eat them on the sofa!

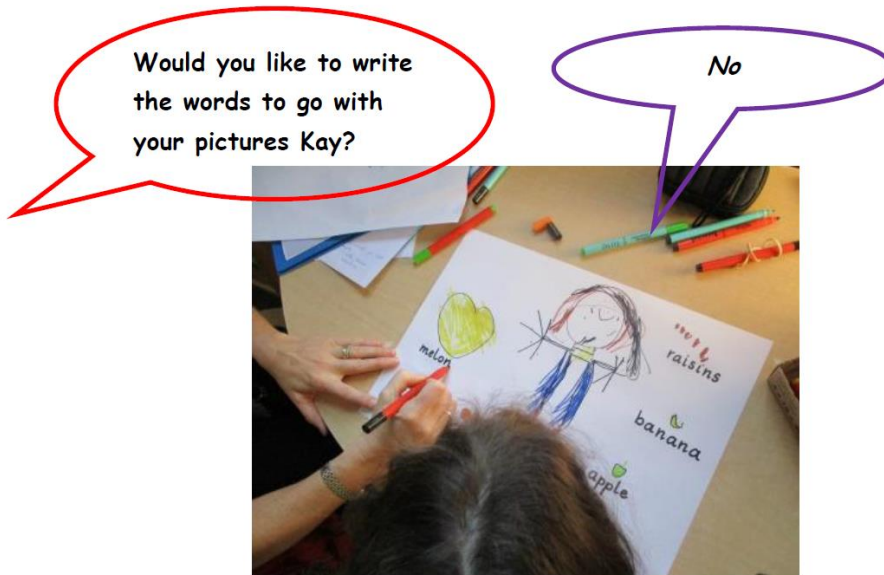
Do you think you could make a picture of yourself showing all your different snacks?

Yes!

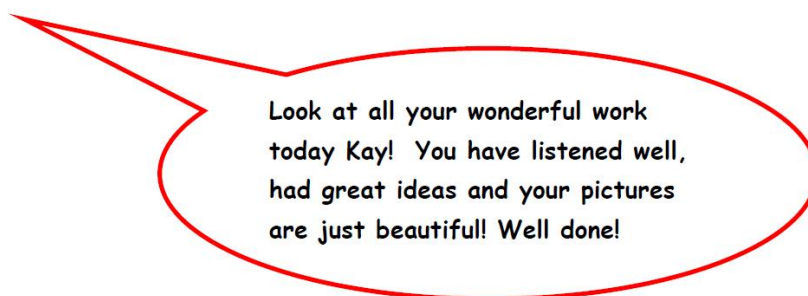
We talk about what Kay is going to draw and where each of the snacks could go. Katherine starts by drawing herself in the middle of the paper. When she has finished we look at all her snacks.

What fantastic drawings Kay!





I offer to write the words and Kay agrees. Kay says the words out loud for me to write and I repeat them as I write them down. We then go back and read them together. I suggest to Kay that we finish by writing down what she said about her snacks at home to go with her picture. I remind her what she said about her snacks and I tell her that I am going to write down what she said and I am going to use this special shape called a speech bubble. I tell Kay that inside the bubble will be the words that she actually said. Kay and I 'read' them together at the end.



Evidence for Success Criteria 7

- I can write a list to organise my ideas with the support of visual word cards.

ACTIVITY THREE

Kay comes with me to the snack area and helps to prepare the snack for the children. This allows us to continue talking about more healthy snacks!



Before the end of the session I ask kay if she would like to help me to think about snack for the next day. She agrees and we start to talk about something different that we could have. We talk about vegetables and she suggests tomatoes, cucumber and peppers. I ask her what we could eat to go with those and she says crackers.

Okay so I will go to the shops after nursery today and buy all the snacks for tomorrow. I wonder how I'm going to remember everything?

You could write it down.

That's a great idea! Does anyone in your house write down what they are going to buy at the shops?

Mummy


Do you know the special name for that? When you write things down to help you remember?

That's right! Could you help me to write a list?

Kay would you like to write the list for me?

What if we use these little picture word cards? Would you like to copy the words onto the list?

You write a list. You write a list for Santa for what you want and a list for shopping just in case you forget.



No.

Okay.

Kay and I look through a selection of picture/word cards showing different foods and she selects the ones she wants to write.



Having written her list, we read it together.

Super writing Kay! I'm all ready to go shopping after nursery. Thank you for helping me today!

Evidence for Success Criteria 8

- I can use mark making to write labels for the day's snack selection.

ACTIVITY FOUR

The next day we begin by emptying out the shopping and we go back to Kay's list to check we have everything for snack.



Does that say tomato?

It does Kay! You wrote that yesterday and now you read it all by yourself!

Kay helps to prepare the snack.



I was hoping that Kay would have the confidence to have-a-go at writing the labels for the snacks but I wasn't sure if would agree.

It might be nice to write the words for each of the snacks in front of them for the children to see. Would you like to do that for me?

But I don't know how to write them.

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Learner Evidence

Why don't you just give it a try?
You can write your own name now
sure you can?

I left Kay the pens and blank labels to see if she would have-a-go.



Can I use the red one (label) for the tomatoes?



Is this good?



Look at your writing Kay! This is so good! You wrote all by yourself! I can see lots of different letters in your words.



Well done! I am so happy to see your very own writing! Are we ready to open snack now?

Yes. I've done it!

Can you tell the boys and girls for me please?

SNACKS OPEN!

Evidence for Success Criteria 9

- I can begin to self-evaluate ... my work.

ACTIVITY FIVE

I gathered all the work Kay had been doing over the last few days and put it out on the table for her to see. We both looked at it together.

Look at all your beautiful work Kay.
How do you feel when you see it?

Happy!

What have you learned
Kay?

*About snacks.
Healthy snacks.*

That's right. Anything
else?

Words. Writing?

Yes, well done! You have been
learning about writing and sharing
your ideas. How did you learn
about healthy snacks and writing?

Yes, you did! Sometimes I listened
to what you said and wrote down
your ideas and sometimes you wrote
the words by yourself!

*I took the snacks out the
bag and some had sugar.
The fruits are healthy. I
did drawing and writing.*



Well done Kay! After all this work, what things have you got better at doing?

I am good at writing!

I showed Kay my special star and said that I wondered if we could take a turn each of saying which part of Kay's work we each liked the best. Kay pointed to her poster.

This is my best work!

Your poster. Why do you think that is your best work?

Because I did nice drawing.



Excellent Kay! Can I have the star now please? I want to tell you what I think you are really good at doing.

I take the star.

I think you were great at thinking and sharing your good ideas. And I love the way you wrote the words yourself for snack today! Brilliant writing!

This is my little wand and it's good for making wishes about our work for the next time. I thought we could try to say how we both think you might learn *even more* about healthy snacks and writing!

We could make sultanas and apricots for healthy snacks at nursery!

We could! We could try some new different healthy foods for all the boys and girls at snack time!



Now it's my turn. (I take the wand.) I think you know lots of letters in your name and I think it would be fun to learn more about letters and sounds for your lovely writing.

I can sing the alphabet song!

You can! Great work Kay! We can do more work together another day and find out more about letters and the sounds they make! Well Done!