

**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	D
Practitioner Code	D12
Curriculum Area(s)	Mathematics, Expressive Arts
Level	Early
Stage(s)	Pre-school
Specific subject (if applicable)	

**Experiences and Outcomes:**

- **I have spotted and explored patterns in my own and the wider environment and can copy and continue these** and create my own. MTH 0-13a
- **I can create a range of visual information through observing and recording from my experiences across the curriculum EXA 0-04a/EXA 1-04a**

**Learning Intentions:**

- To explore and find patterns in my world
- To copy a pattern using a variety of materials
- To continue a pattern using a variety of materials

**Success Criteria:**

- I can pick out patterns in my world
- I can choose materials to copy a pattern
- I can choose materials to continue a pattern

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

- Whilst going to the woods a child noticed that one off the route markers had a pattern of different colours on it.
- We then discussed what else might have patterns and the children talked about the patterns on their wellingtons. (relevance)
- When we went onto the mud child N said that his wellingtons made patterns in the mud.
- We later returned to the woods and took a roll of paper so that the children could make mud patterns with their boots. (enjoyment)
- Back at the nursery we continued looking and discussing patterns in the playroom. (breath)
- The children had the opportunity to create their own patterns using a variety of resources. (personalisation and choice)

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:** N talked about the patterns he saw on objects when walking to the woods and could recall this at a later date  
N discussed what was/wasn't a pattern  
N said that he saw patterns in the playroom-A tiger has a pattern of black and orange  
We have stripy socks, that's a pattern

**Make:** N made a variety of patterns using paint (wellie prints), paper (weaving tartan) and mud.

**Do:** N looked for patterns both indoors and outdoors  
N experimented with paints on the wet playground whilst creating patterns  
N was given a wide range of opportunities to investigate pattern in a variety of contexts.

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

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

- N was praised verbally when he identified patterns.
- N was encouraged to look at the patterns that he saw around him
- N was able to achieve all of the success criteria.

Next steps:

- N will be encouraged to copy and create a more complex pattern using mixed resources and more colours.
- N will be introduced to different forms of pattern-using musical instruments

**Pupil Voice:**

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

"I saw patterns on a post it was green, yellow, white, white."

"I have learnt to make patterns."

"I like stripy patterns best."

"I can make my own pattern."

"All yellow is not a pattern."

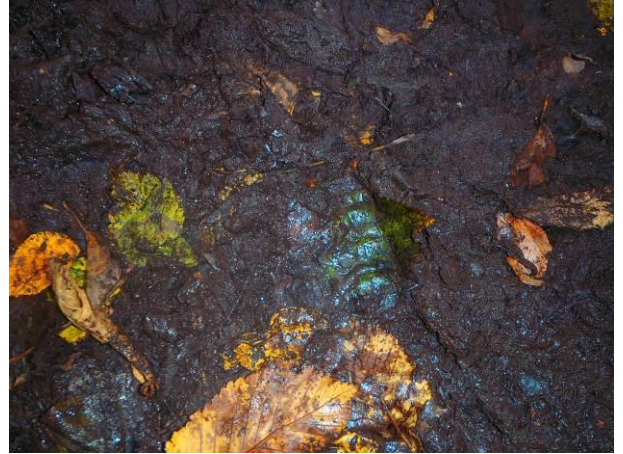
## Learner Evidence

Child N commented on the photos.

“There was a stripped pattern on the wellies.”



“Our boots made a pattern in the mud”



“We made foot print patterns on the paper”



“Your wellies made bigger patterns”



“The wellies made shapes”



A-“What colour comes next?”

N-“orange then red”

N- “You can see the patterns better with the paint than on the mud, the paint is brighter.”



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N-“We saw a pattern on the post-green, yellow, white, white.”



## Learner Evidence

N-“The cone had a stripy pattern, orange silver orange.”



N-“We used brushes and paint to make patterns on the ground, the ground was wet and the paint went funny.”



N-“I made a pattern using purple, yellow, white.”



N-“I made a tartan pattern, I had to put it under and over, kilts are tartan”

