

**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	EE
Practitioner Code	EE2
Curriculum Area(s)	Literacy & English, Expressive Arts and Numeracy
Level	Early
Stage(s)	Nursery
Specific subject (if applicable)	

Experiences and Outcomes:

- As I play and learn, I enjoy exploring interesting materials for writing and different ways of recording my experiences and feelings, ideas and information. **LIT 0-21b**
- I have explored numbers, understanding that they represent quantities, and I can use them to count, create sequences and describe order. **MNU 0-02a**
- I have the freedom to discover and chose ways to create images and objects using a variety of materials. **EXA 0-02a**

Learning Intentions:

- To be able to plan learning by creating a mind map.
- To be able to design and create an advent calendar.
- To be able to write numerals for an advent calendar.
- To be able to use an advent calendar.

Success Criteria:

- I can share my ideas about what I would like behind our advent calendar doors ie. A treat/experience
- I can draw a picture of what I would like the advent calendar to look like.
- I can select different craft resources to add detail to my plan.
- I can talk about my design and plan.
- I can work co-operatively with others to create an advent calendar.
- I can select and use different resources and materials to create an advent calendar.
- I can write some numbers up to 24.
- I can recognise some numerals on an advent calendar.
- I can begin to count down from 24 to see how many days till Santa comes.

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

As it was coming near to the beginning of December, the children were sharing with their peers that their families had been buying advent calendars. The children suggested having an advent calendar in our centre and wanted to make their own instead of buying one. The fact they could design and create their own was very motivating and engaging for them. The children then had the opportunity to create a mind map of different ideas of how they would like their advent calendar to look and what could be behind each door. The majority of the children wanted the advent to look like a Christmas tree so this idea

was then taken forward. From this the children then looked online at an advent calendar to see what it looks like and also researched the shape of a Christmas tree so that this would help with their designs. At the art table they were then able to begin to draw and design their Christmas tree advents using pencils, pens and various art materials. From a few different designs, one was chosen by the children to create on a larger scale. The children were then able to select all the different materials, resources, crafts etc to make the advent calendar. Various children were given the opportunity to write numbers on pouches which would hold a different experience for each day. Once completed the calendar was hung up ready for the 1st of December. Each day small groups of children were invited to work together to find and open up the correct door number. They children could then complete an experience they had chosen initially during planning. The children also worked together to count the number of doors left on the calendar and this then told them how many days were left until Santa came.

Record the range of assessment evidence that was gathered to meet the success criteria (Say, Write, Make, and Do) considering breadth, challenge and application.

- Group discussion about ideas for advent calendar e.g. how they look, what could be behind the doors. Children were involved in creating a mind map. (Say)
- Drew their own picture of what they wanted the advent calendar to look like. (Write)
- Writing numbers on advent pouches. (Write)
- Created advent calendar (Make)
- Used the advent calendar daily (Do)

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 successful at achieving the success criteria above.

The child was not as confident with numbers above 20. Next steps will be to continue to work on counting, ordering, identifying and writing numbers above 20

Pupil Voice:

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

"I liked painting the tree, I helped do it."

"We learned that you have to cut the shape to look like the real thing."

"I learned about 10, the 1 comes first. I went to 24."

"I would like a game to count all the dinosaurs and you have to see how many and spot the same ones."

Did the learner successfully attain the outcomes? YES/NO

Learner Evidence

Learning Intention:

- To be able to plan learning by creating a mind map.

Adult Voice:

The children were given the opportunity to share their ideas in order to create a mind map of different ideas for an advent calendar.



Pupil Voice:

“We are coming up with ideas for the advent calendar.”

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Learner Evidence

Learning Intention:

- To be able to design and create an advent calendar.

Adult Voice:

The children had the opportunity to design and create an advent calendar using various resources.



Pupil Voice:

"I liked painting the tree, I helped do it."

"Im really arty!"

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Learner Evidence

Learning Intention:

- To be able to write numerals for an advent calendar.

Pupil Voice:

"I learned about 10, the 1 comes first. I went to 24."

"I did the number 19."



Adult Voice:

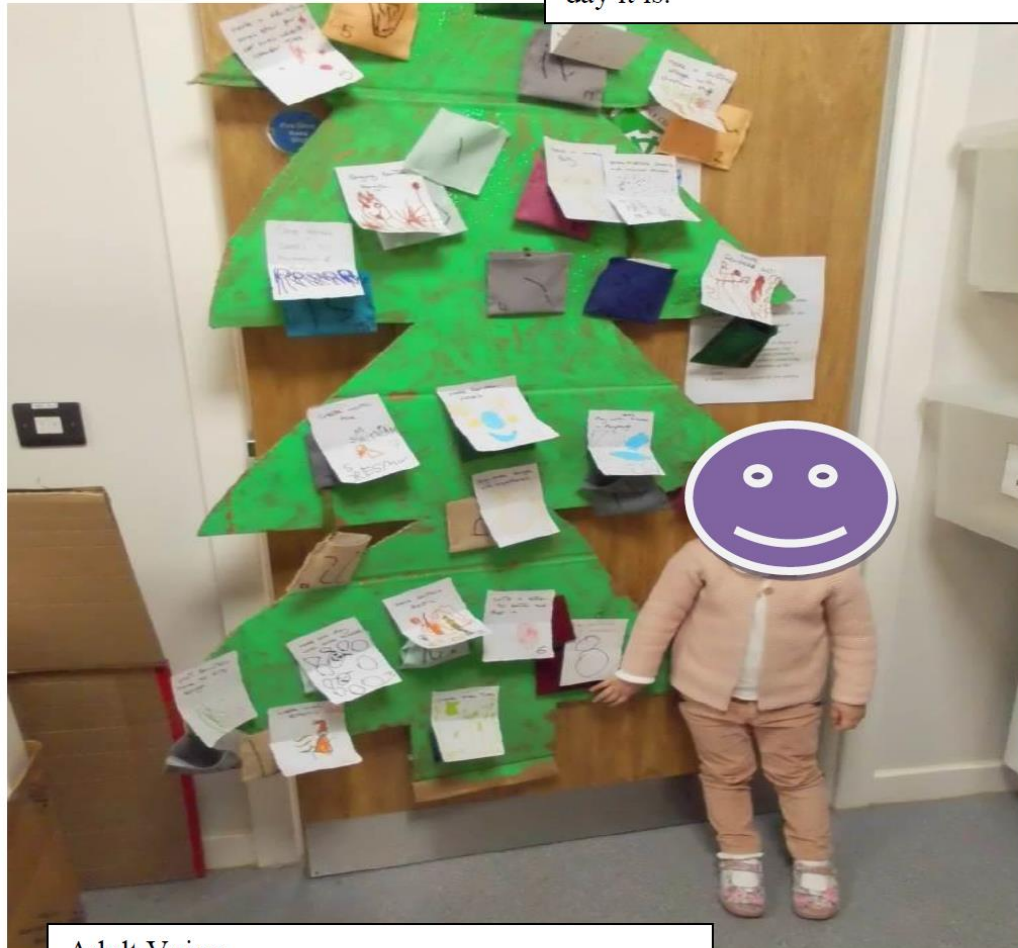
Various children wrote the different numbers on the advent calendar doors. There was lots of discussion about numbers they recognised and what 2 numbers they had to write.

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Learner Evidence

Learning Intention:
To be able to use an advent calendar.

Pupil Voice:
‘Each day we opened the right box.
We had to find the number for what
day it is.’



Adult Voice:
Each day in December the children opened the correct numbered door and behind each one was a different experience they had planned previously. They then counted down to how many days left until Christmas Day.

