

**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	
Practitioner Code	F1
Curriculum Area(s)	Health and wellbeing and Technology
Level	Early
Stage(s)	Nursery
Specific subject (if applicable)	

**Experiences and Outcomes:**

I value the opportunities I am given to make friends and be part of a group in a range of situations.

HWB 0-014a

Within real and imaginary settings, I am developing my practical skills as I select and work with a range of materials, tools and software.

TCH 0-12a

**Learning Intentions:**

- To work co-operatively with others in a small group.
- To develop practical skills of lifting and moving objects, joining and cutting materials to create models.

**Success Criteria:**

To work co-operatively with others in a small group

- I can listen to others
- I can offer my own suggestions
- I can take turns and share resources

To develop practical skills of lifting and moving objects, joining and cutting materials to create models

- I can lift and move objects with my friends.
- I can use different materials to join objects.
- I can use scissors to cut a range of materials.

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

The nursery has been focusing on collaborative working, encouraging all the children to work as part of a small group in a variety of situations across the playroom. Our woodland day naturally lends itself to these types of co-operative play experiences; therefore many of the activities have taken place during this time. Within the local environment there is lots of housing developments taking place. This has influenced the children's play experiences and lead to them wanting to build their own house in a range of situations. They have also been learning the story of the Three Little Pigs and have been able to deepen their understanding of suitable materials for building a house.

**Breadth**

Various learning experience have been provided across many different curricular areas both indoors and outdoors.

**Depth**

From experiences in the woodland area the child's interests and imagination led to her designing and building models using a range of different materials. This also provided links to literacy through the story of the three little pigs where she looked at materials and how suitable they are.

**Challenge and enjoyment**

Within the task where the pupils worked together to build a house in the woodland challenge was provided as the pupils could not lift or move materials on their own. This led to problem solving within the group and looking at ways of working together.

**Relevance**

This experience came from the child during one of their trips to our woodland area. She was able to link her ideas to living in a new build estate where she is surrounded by a working building site.

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:

- Problem solving discussions within the group, listen to all ideas and making a decision.

MAKE:

- Making the house at the woodland area, working together to move the objects.
- Making a clay model of a house for the three little pigs.
- Creating a junk model of a house
- Working in a group to complete a task putting together a 2D house using skills of cutting, sticking and joining.

Did the learner successfully attain the outcomes? YES/NO

Yes

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

Oral feedback was given to the child reinforcing the learning intention and success criteria using the learning lion prop throughout experiences. During conversations with the child next steps were identified by following her interests and discussing with her possible activities to take forward her learning.

Pupil Voice:

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

"I made lots of houses."

"I lifted the tyres to make a house and we put it together."

"I can carry heavy things."

## Learner Evidence

### Building Small Group Activity

**Learning Intention** - To work co-operatively with others in a small group

**Learning Intention** - To develop practical skills of lifting and moving objects, joining and cutting materials to create models



**Success Criteria -**  
I can use scissors to cut a range of materials.

**Success Criteria -**  
I can offer my own suggestions

Practitioner  
"Could you help me to build the little pig's wooden house?"

Child 1  
"We need 4 to do it"

Practitioner  
"Why do you need 4 to help?"

Child 1  
"Because the house has 4 bits, Claudia can help and we can work together"

Practitioner Moderation Template

Learner Evidence



Child 1  
"I can stick mine on and  
you can use the glue"

**Success Criteria -  
I can take turns and share resources**

Child 2  
"You can stick it there  
Kirsten"



**Success Criteria -  
I can listen to others**

# Junk Modeling

LI-

- To work co-operatively with others in a small group.
- To develop practical skills of lifting and moving objects, joining and cutting materials to create models.



"I just need some sticky tape or glue."

"This is the bricks"



"Look, I been able to cut a triangle. It look slike a pair of trousers!"



SC-

- I can use different materials to join objects.
- I can use scissors to cut a range of materials.

‘Look, I cut that. It’s for the beds. Where should I put it? <sup>can</sup> I maybe have to cut a wee hole for it?’



SC-

- I can listen to others
- I can offer my own suggestions
- I can take turns and share resources



‘This is the three little ~~piggies~~ piggy house.’

## Clay Modeling

LI-

- To work co-operatively with others in a small group.
- To develop practical skills of lifting and moving objects, joining and cutting materials to create models.



Child- "Now I'm going to make a brick house."

Practitioner- "Why are you making a brick house?"

Child- "Because it's the strongest."

SC-

I can use different materials to join objects.

Child- "I'm making a circle so the three little piggies can walk round it."

Child- "They're stones all around it and I made a wee baoby trap for the big bad wolf."



SC-

- I can listen to others
- I can offer my own suggestions
- I can take turns and share resources



Activity – Creating a house in our Woodland Area.

Learning Intention: To develop practical skills of lifting and moving objects.

To work co-operatively with others in a small group.



Success Criteria: I can offer my own suggestions.

Child 1: "We need to bring the tyre to be the walls in the house."

Practitioner: "How do you think you can get the tyre down the hill?"

Child 1: "We could try and roll it down because it is so heavy."

Child 1: "Mrs Robertson can you help us lift us this tyre so that we can put it in our house?"



Success Criteria: I can lift and move objects with my friends.

Child 1: "Okay Jordan take your time because it is so heavy."

Child 2: "ok you hold this side and Jordan hold that side."



Child 1: Look at the house that we made Miss Goulay. We have a door and windows and a roof and a little table. We could make some lunch in the mud kitchen and eat it in the house."

Success Criteria: I can offer my own suggestions.

Child 2: "We can use the logs for the roof of the house. Let's lift them over."

Child 1: "yeah that's a good idea let's do that."

Success Criteria: I can listen to others

