



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 <mark>be part of a group in a range of situations.</mark>

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."

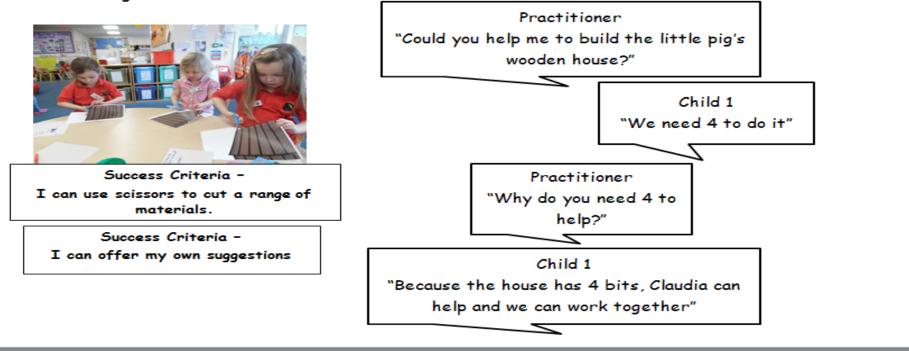
Learner Evidence

Learner Evidence

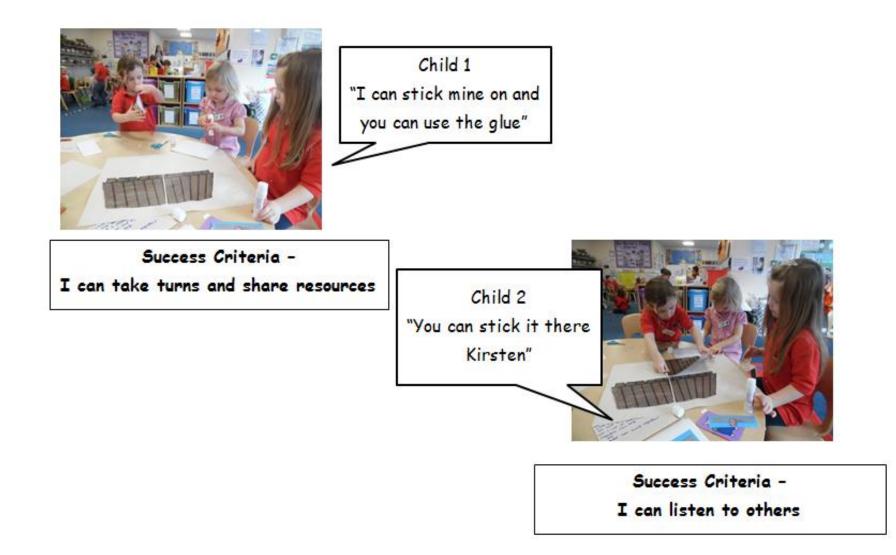
Building Small Group Activity

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



Learner Evidence



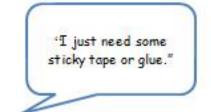
Learner Evidence

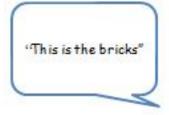
Junk Modeling

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.













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?... 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



Clay Modeling

LI-

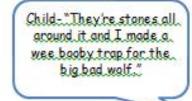
- To work co-operatively with others in a small group.
- To develop practical skills of lifting and moving objects, joining and cutting materials to create models.



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."



SC-

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



