

**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	O
Practitioner Code	O2
Curriculum Area(s)	Literacy, Expressive Arts
Level	Early
Stage(s)	Nursery
Specific subject (if applicable)	

Experiences and Outcomes:

I use drama to explore real and imaginary situations helping me t understand my world.
EXA 0-14a

I enjoy exploring events and characters in stories and other texts and use what I learn to invent my own sharing these with others in imaginative ways. LIT 0-09b/LIT 0-31a

Learning Intentions:

To invent my own story

To use drama to explore imaginary situations

Success Criteria:

I can explore events and characters in stories

I can invent my own story

I can use drama to act out stories

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

We had been talking about autumn and the changes that happen. This led on to a visit to the local park. The children then chose to make a park within the imaginary area. Included in this area was a range of autumn books and Percy the Park keeper. The focus child was keen to retell the story to her peers. The child went on to invent her own story which she acted out to an enthusiastic audience.

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

See attached annotated photographs showing the child's evidence of say, make, do

Say

Child orally telling a story to her peers

Make

Child is author /illustrator of own book

Do

Child acts out chosen part using appropriate tone and facial expressions

Did the learner successfully attain the outcomes? YES

Child A achieved her objective as she created her own story and acted a part of her choice in the play.

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

Child A was given praise from her teachers and her peers. The audience were enthusiastic clapping when the performance had finished. When asked if they enjoyed it, the audience replied, "Yes, it was really good. It was great!"

Child A's achievements were clearly emphasised to allow what she was learning. Child A was given an 'Ask me about...' sticker to encourage parents to ask her about her learning.

Pupil Voice:

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

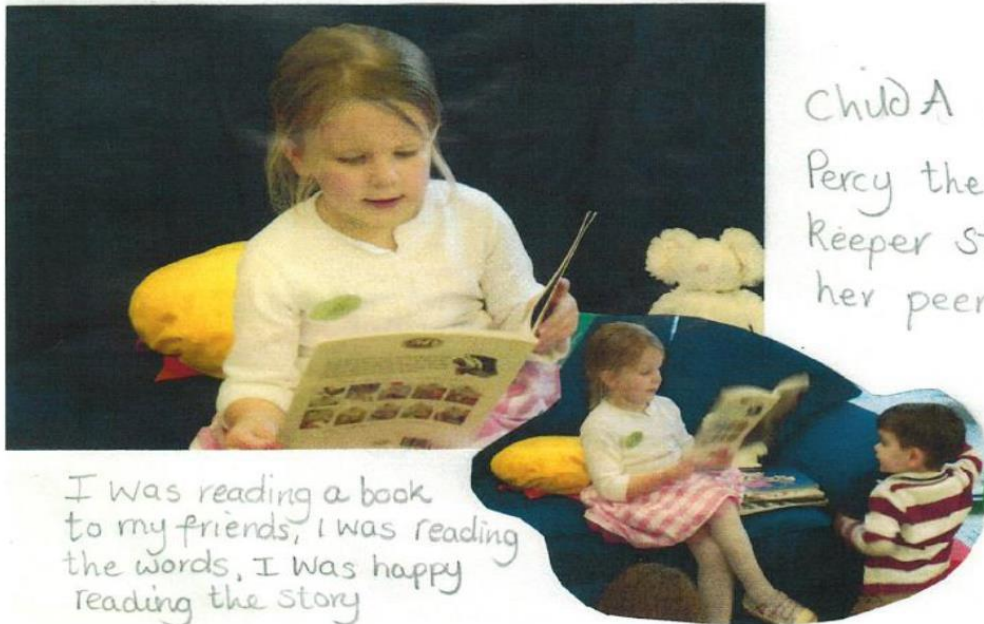
The question was asked – What is drama?

Child A said, "You're the person you want to be...I would like to pretend to be the little rabbit."

Learner Evidence



After a visit to the local park the children choose to make a park this developed into Percy the park keepers park.



Child A retells Percy the park Keeper story to her peers.

I was reading a book to my friends, I was reading the words, I was happy reading the story

Child A confidently acted out Percy the park Keeper - the rescue party, acting out her role using appropriate voice - changing tone and facial expressions

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Learner Evidence



"We can be the Squirells"



"Where are you?"





"HELPI"

Child A changed her tone of voice & facial expression



"HEAVE!"

* the children pretended to pull the rabbit out the well with a rope

<p>Mickey mouse went to the shops and then he went to the swimming pool.</p> 	<p>He met Percy and the animals. The fox and the two rabbits. They could swim already.</p> 	<p>They all went to the shops again. They bought milk and flour and they bought cereal.</p> 	<p>Then they went back home to Mickey's house. The End.</p> 
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