

**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	AA
Practitioner Code	AA4
Curriculum Area(s)	Mathematics, Social Studies, Technologies
Level	Early
Stage(s)	Pre - 5
Specific subject (if applicable)	

Experiences and Outcomes:

I can use the signs and charts around me for information, helping me plan and make choices and decisions in my daily life.

MNU 0-20c

I have experimented with imaginative ways such as modelling and drawing, to represent the world around me, the journeys I make and the different ways I can travel.

SOC 0-09a

I enjoy taking photographs or recording sound and images to represent my experiences and the world around me.

TCH 0-04b

Learning Intentions:

I am learning to:

- Use signs for information and to help me to plan and make choices.
- Draw maps to represent the world around me, journeys I make and different ways I can travel.
- Take photographs of the world around me.

Success Criteria:

I can:

- Recognise familiar signs and say what they mean.
- Make signs for the playroom to share information, to help make choices.
- Decide where the signs need to go to share information.
- Draw a map of different journeys I make.
- Draw a map of the place where I live.
- Use a camera to take photos of signs in the world around me.

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

Children made familiar journeys in the local community and observed signs. Through discussions children explored the purpose and meaning of different signs, and how they help us. Children used cameras to record signs in the community, and used technology to print these in the nursery.

Children drew maps of local journeys they made and added in important landmarks to them, and signs they remembered. The journeys became more imaginative and based less on their experience but more on stimulus from books and games such as journeys into space where they were still able to use knowledge of what they knew about space and apply this to their map.

Practitioner Moderation Template

Learner Evidence

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: talk about familiar signs and say what they mean
discuss how signs help us to plan and make decisions

Write: writing signs for the playroom and attempting to write landmarks on maps.

Make: make signs to share information in the playroom
Draw maps to represent journeys I make and the world around me.

Do: take photographs of my experiences and use technology to print these.
Use maps in a practical way during play

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.

Throughout the experience F was scaffolded and challenged in the activities by asking what specific places or marks were on his map, were he was able to think, remember and explain 'that's the ASDA sign' or challenged to find a way into the shops that would miss the puddle.

F was praised during the process for his knowledge, for example remembering what some of the signs were on the way to Woodland Wonders and also challenged e.g. where they were showing landmarks by asking 'is that next to the school?'

During the experiences in the playroom the same process was followed asking questions about placing of the signs, when F would begin fixing the sign to the correct area, 'would someone see that sign when they came in?' so we walked round the nursery looking for the best place and F decided this would be outside the door. By the time we put up the second sign F was able to remember this but also show the adult which door the sign should be outside.

Pupil Voice:

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

F was able to show and explain how to use maps within his environment 'I've learned that maps help you look where you are going'. F has demonstrated this by using cars on his map to get from one place to another around different landmarks.

F has also explained his understanding of how important signs are 'you follow signs and do what they say, if you don't the police will come after you'.

F has, as well as applying the problem solving aspect of using maps in different aspects of his play and learning, been able to develop skills in technology: 'I've learned about drawing, sticking on pictures' and 'I've learned by taking pictures and sticking them onto a map, I used the printer to get the pictures'.

Learner Evidence

MODERATION 2015 APPENDIX 1:

Experiences provided

Success Criteria:

I can:

- Recognise familiar signs and say what they mean.
- Make signs for the playroom to share information, to help make choices.
- Decide where the signs need to go to share information.
- Draw a map of different journeys I make.
- Draw a map of the place where I live.
- Use a camera to take photos of signs in the world around me.

**Briefly outline the range of quality learning experiences that have been provided:
(Remember - Breadth, Challenge and Application)**

Making signs:

- For the playroom - using photographs to decide what the area is, writing the sign, putting the writing and photograph together and discussing where to put the sign for everyone to see
- Working with others to put the signs up on the walls.

Signposts:

- On the way to Woodland Wonders identifying and taking photographs of different road signs.
- Using the computer to print off the photographs
- Using the photographs to create a roadmap to the woods.

Trip to the Shops:

- Discussing the route from the nursery to the shops
- Remembering and drawing in landmarks on the way
- Drawing in common signs on the map
- Using the map with toy cars in a game.

Starmaps:

- Using different perspectives to create new maps - lying on the floor and drawing on paper under the table
- Identifying the different things in space

I CAN Statements

I can recognise familiar signs and say what they mean



Playroom:

F was making maps of his journey to the shops with his mum and was able to recognise and remember some of the signs 'the squiggly line is the ASDA sign'.

Outdoors:

On the way to woodland wonders F knew he had to look for signs and be aware of what they meant by taking photographs of the signs he 'spotted' and discussing these. Later back at the nursery he used the computer and printer to find the signs he printed off and make them into a journey map of his walk to the woods. Below some of the signs he had time to write what each sign meant 'stop' and 'children' for children crossing. F was able to put the signs in order when he was cutting out and sticking the signs onto the map.

Outdoors:

F was able to recognise and record different signs on the way to the woods when he was taking photographs of them.

Playroom:

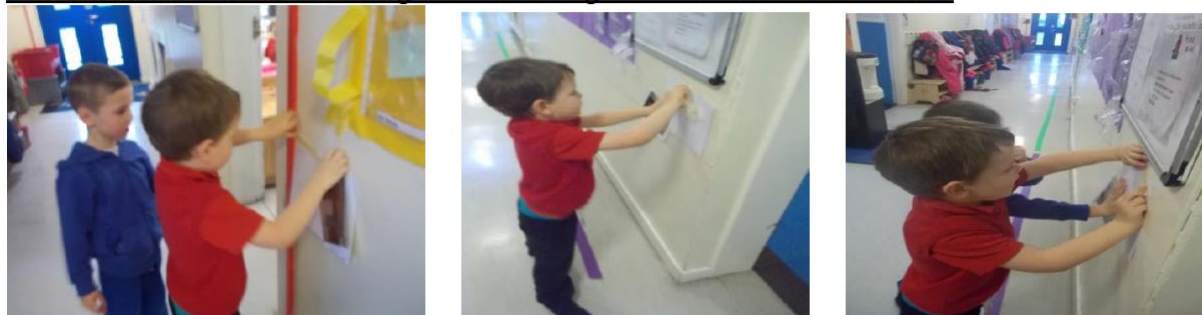
F wanted to make an ASDA sign for his map

I can make signs for the playroom to share information, to help make choices:



F was able to use photographs, decide what they would be signs for before writing the word for the area, finding resources to stick the word and photograph together.

I can decide where the signs need to go to share information:



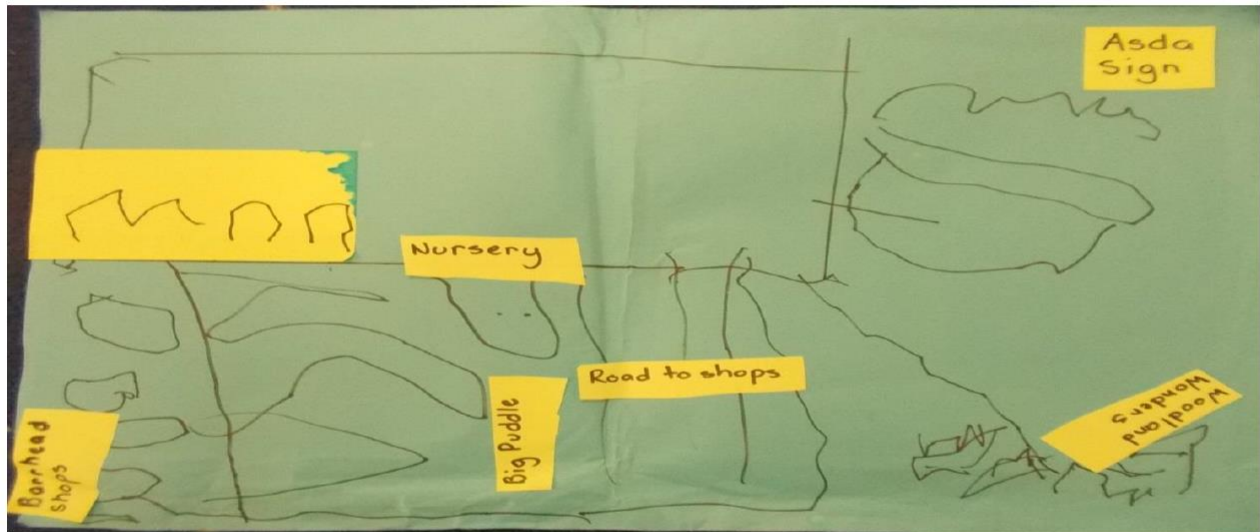
After making his signs F was able to look round the playroom and decide the best position for the signs to go so 'people can see' before asking his friends to 'help' to put up the signs in the hallway at the door which was the best place he decided for people to see.

I can use the camera to take photos of signs in the world around me:

When F was walking to the woods he identified the signs along the way and was able to use a camera to take photographs of the different signs along the way. When F returned to the nursery he could, with some help, use the computer to select and send the photographs to the printer and print them off to make a map of his journey

to the woods.

I can draw maps of the place where I live:



When the weather was bad F made a map showing a road that would avoid 'the big puddle' that was caused by the heavy rain the night before. 'if the cars go through the puddle they will sink'. 'ive put another road going round so you don't need to go through the huge puddle, im going to drive my car along'.

I can draw a map of the journeys I make



When F had completed his map going to the shops he used it for the toys car 'I can drive the car round and it wont go in the puddle'.

F was able to show he understood maps are used to show landmarks and to plan journeys. In the playroom he 'cut the signs for all the places in Barrhead' and wanted to add in landmarks like 'that's where the nursery is' and 'the squiggly line is the asda sign'