

**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	D
Practitioner Code	D8
Curriculum Area(s)	Literacy & Drama
Level	Early
Stage(s)	
Specific subject (if applicable)	

**Experiences and Outcomes:**

I enjoy **exploring and playing** with the patterns and sounds of language and can **use** what I learn. LIT 0-20a

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

**Learning Intentions:**

To explore and play with the patterns and sounds of language and use this knowledge to develop ideas for writing.

To use drama techniques to explore real and imaginary situations.

**Success Criteria:**

- I can use my play experiences in language to develop ideas for writing.
- I can share my ideas in pictures and print.
- I can use drama to convey my idea.

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

- On the run up to bonfire night the children were talking about fires and fireworks, the children were encouraged to tell us what they knew about fire and this was recorded on a mind map. **Application**
- They then helped to create a fire station using props to help with their information. **Breadth, Challenge and Application**
- The children discussed where they might see fire engines; they looked at a map of the local area and filled call out sheets stating what type of fire it was and where the fire was located and how many fire engines were needed. **Challenge, Application and Progression**
- They created a moveable fire using paper and paint and also replica fires using shaving foam, paint and used water sprays to put them out. **Breadth**
- The children used their imagination during role-play and took ownership of their play. **Application and Breadth**

## 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 T** "What have you learnt about fire?"

**Child I** "You've to be careful, it's burnnie "

**Child I** "They put a mask on when they're next to the fire, then they go into the building and put the fire out."

**Child I** "Do you know there was a crash on the motorway and the firemen were there because the car was on fire. Me, my dad and brother saw it and the firemen put the fire out."

**T** "Would you like to be a fireman?"

**Child I** "Nah I want to be a pilot." (Breadth, application and depth)

**Write T** "What do we need for the fire station?"

**Child I** "A name"

**Child I** copied out the name for the fire station. He also drew pictures of a fireman and a fire engine and copied the word hose onto his picture.

**Make Child I** helped to make fire engines from boxes. He also created the mock fire using shaving foam and paint. (Challenge and enjoyment)

**Do Child I** pretended to take calls at the fire station and looked at the map to see where he thought the fire was located. He also pretended to drive the fire engines using Nee Nah Nee Nah to let people know he was coming. He used plastic hoses to put out the fires. He re-enacted scenes that he had watched on a video showing real firemen at work. The children were taught the "5 Fire fighters" song and **child I** joined in. (Challenge and enjoyment)

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.

**Child I** was given oral feedback during all activities giving praise when **child I** came up with good ideas, eg: the colour of paint needed to replicate a fire. We looked at fiction and nonfiction books and talked about various situations where firemen might attend, reflecting on actual events witnessed by both of us. The children were encouraged to talk about safety when attending bonfire night.

### **Next steps**

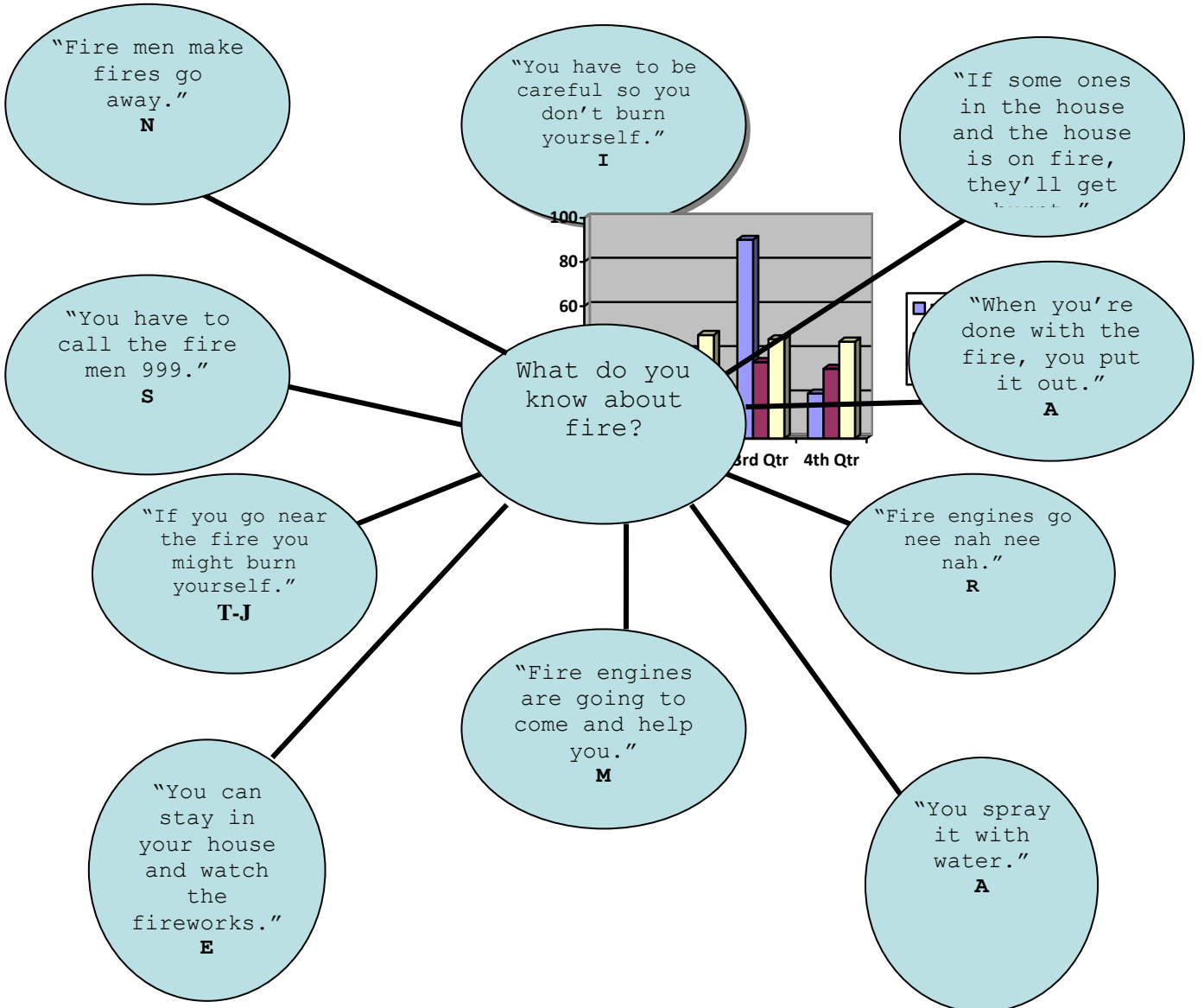
Encourage the children to use more descriptive words when talking about their bonfire night experiences. Invite the local firemen into the nursery to talk about their job and fire safety.

### **Pupil Voice:**

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

- "You have to phone the firemen to help you. That firemen put out fires and fire engines go very fast."
- "I saw the firemen on the computer and looked at books."

Learner Evidence



Practitioner Moderation Template

Learner Evidence



"I copied the fire station name".  
"I was putting the fire out".  
was at the  
fire engines".

"I was looking where the fire was, it was  
right where my finger was. It  
nursery, we had to send three



"I was spraying the foam and painting it to make a fire. That's  
me, I was spraying the fire out".



"We were singing a song."  
"There was a big fire in a house  
and the firemen put it

"We were looking at a book  
about firemen".  
out".



## Practitioner Moderation Template

## Learner Evidence



"I drew a picture of a fire engine, it has a hose on it".  
"This is a fireman, he's got a helmet on".

