

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	K
Practitioner Code	K7
Curriculum Area(s)	Science and Literacy and Language
Level	Early
Stage(s)	P6
Specific subject (if applicable)	Science – forces – floating and sinking

Experiences and Outcomes:

Through everyday experiences and play with a variety of toys and other objects, I can recognise simple types of forces and describe their effects.
SCN 0-07a

Learning Intentions:

- To listen to and participate in a sensory story about ‘The Rainbow Fish’ – begin to explore the idea of floating and sinking.
- To experience working with a range of floating and sinking objects.
- To create a floating vessel and carry ‘passengers’ safely from one point to another.
- To predict which objects will float and which objects will sink.
- Demonstrate my findings to others.

Success Criteria:

- I can explore and play with props relating to our ‘Rainbow Fish’ sensory story.
- I can demonstrate that I understand what float/sink means to my teachers by playing with and exploring a range of objects and through the use of Boardmaker symbols to show my understanding.
- I can predict what objects will float/sink and match these to the appropriate boardmaker symbol.
- I can create a ‘boat’ that floats from a choice of 3 objects.
- I can show that my boat floats by testing it on water with ‘passengers’ on board.
- I can use my science workbook to select objects that will float/sink.
- I can present my findings to my friends using the smartboard.

Practitioner Moderation Template

Learner Evidence

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

Since August, we have been exploring what makes us a Rights Respecting school and have developed our own class charter. As a class, we decided to work on a story called 'The Rainbow Fish' which is all about sharing and friendship. This story could also be used in an interdisciplinary way in order to teach science. We decided to focus on 'forces', looking in particular at floating and sinking. I began by asking the pupils to explore a range of sensory materials, symbols and a variety of voice output devices.

We explored the 'under the sea' aspect of the story and began to look at creatures that live under the water. This developed into talking about what we do when we go swimming in our school hydrotherapy pool. We then explored floating and sinking in more detail.

New vocabulary was introduced and the pupil was given time to play and explore and enjoyed all of the experiences. The pupil was given quite a lot of freedom to choose how she would take the lesson forward and sometimes steered it in another direction. The lessons were relevant to the pupil's prior knowledge of the subject and each lesson was another step forward from the last, ensuring progression. Throughout the task the learner was asked to let me know if she was comfortable with what she was being asked to do.

The learner was challenged when faced with trying to place passengers on her boat after she had squashed it up but together, we solved the problem and the pupil gained a better understanding of how a boat operates.

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

- Observation
- Photographic evidence
- Use of Boardmaker symbols to help support pupil's speech and to convey understanding of questioning.
- Pupil created a boat with support from a choice of 3 materials and used this to carry passengers on board.
- The pupil used voice output devices to demonstrate that she had understood the task and also used self - evaluation techniques.
- Use of workbook to consolidate what had been learned.
- Use of the smartboard to consolidate what she had learned and demonstrate this to her friends.

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.

The pupil used a 'thumbs up/down' system to indicate that she had understood what had been asked of her after every task. She is comfortable with this system as she uses it regularly in class.

The learner was also asked to self-evaluate her work at the end of the lessons. She was very proud of what she had achieved. She was praised and encouraged throughout, in particular to be as independent as possible and to solve problems using her own initiative.

The next steps for the pupil would be to try and create a range of boats from different materials in order to see which materials worked best and why.

Pupil Voice:

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

- New vocabulary in relation to scientific 'forces' and their effects on materials.
- Learning through exploration and play.
- Developing problem solving skills when challenged to find a particular solution

Learner Evidence

Introducing the topic – 'The Rainbow Fish'.

The learner was introduced to our *Literacy and English* topic which was the story of 'The Rainbow Fish'. She explored a range of sensory materials along with a visual representation of the story on the smartboard. The pupil was asked to identify the story from a choice of 2 Boardmaker symbols. We spent a lot of time exploring the aspect of being 'under the sea'. Sensory objects were used to help the pupil's understanding of this and we spent time looking at the different creatures that live under the sea such as 'the wise old octopus' and the 'starfish' from the story. We also spent time in the school hydrotherapy pool where we introduced the vocabulary 'float' and 'sink'.



Pointing to the correct story symbol



Exploring sensory 'octopus'



Enjoying being underneath the sea using props

The learner watched a short video clip about floating and sinking via www.makemegenious.com She is a very visual learner and is particularly motivated by moving images which helps with her focus and attention span.

Practitioner Moderation Template

Learner Evidence

From this we explored a range of floating and sinking objects. The pupil chose which object she would like to investigate. I discussed with the pupil how floating objects would stay on the top of the water whereas sinking objects would fall to the bottom of the basin.



The Learner exploring objects of her choice



The learner using symbols to tell me whether something floated or sank

After the pupil had dropped the object into the water, she was asked to identify whether it floated or sank. She did this by pointing to the correct Boardmaker symbol. She did this correctly for each object that she placed into the water. I then introduced the *words* 'float' and 'sink' along with the symbol on her E-Tran frame. She consistently gave me the correct answers by pointing to the appropriate word and attempting to say either 'float' or 'sink'.

Practitioner Moderation Template

Learner Evidence

The pupil was then given time to explore and play with a range of objects. Once she had done this, she was asked to show me the objects that floated and those that sank.



The pupil is playing with a range of floating and sinking toys



The learner is handing me objects that float and sink on my request



The learner was asked to choose which boat she thought would float on top of the water. She was offered a boat made from paper and a boat made from tin foil. The pupil chose the paper boat. When it touched the water, the boat became soggy and sank underneath the water. I directed the learner to the Boardmaker symbols and asked her to tell me what happened. She pointed to the 'sink' symbol. The pupil then chose the tin foil boat. She was given time to move the boat from one end of the basin to the other. I asked her if she would like to allow some people to sail on her boat and she indicated that she would. We placed some passengers on the pupil's boat and sailed them around the basin.

Practitioner Moderation Template

Learner Evidence



The pupil choosing the tin-foil boat and sailing it around the basin



The pupil placing passengers on her boat and sailing it in the water

Practitioner Moderation Template

Learner Evidence

At this point the learner took the tin-foil and squashed it into a ball. We then dropped it into the water to see whether it would sink or float. The pupil immediately understood that the boat was still floating. I asked her if she would like to put some passengers back on to the boat and she indicated that she would. She tried very hard to place passengers on the boat, but of course they fell off every time. I then explained that the boat had to be a certain shape to be able to hold any passengers. Together, we recreated the boat and she could successfully carry her passengers again. She shouted 'yay, float'.



The pupil squashing up the tin-foil boat into a ball



The learner is recreating her boat in order to carry passengers

Practitioner Moderation Template

Learner Evidence

The pupil completed a page from her science workbook which was a cut and stick activity. She clearly demonstrated that she had understood the scientific concept of floating and sinking.



The pupil completing a floating and sinking cut and stick activity

The learner then used a voice output device to indicate that she had understood the lessons.

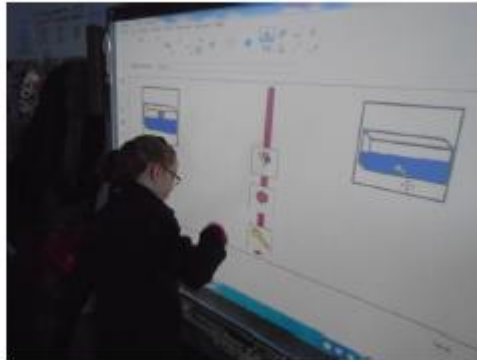


Pupil using a voice output device

Practitioner Moderation Template

Learner Evidence

The pupil then presented her findings to the rest of the class. Her speech can be unclear but she tried very hard to use her voice. She also used the smartboard and symbols to help her.



The pupil is using the smartboard to present her findings to the rest of the class

Practitioner Moderation Template

Learner Evidence

The learner was then asked to evaluate her own work by choosing an unhappy face or a star to let me know how well she thought she worked. She chose the star! Some of these photographs and her self - assessment evidence then went into her 'learning log'.



Pupil choosing a 'star' to show me that she thought she had worked well