East Renfrewshire Council: Education Department
Practitioner Moderation Template

School Code	Netherlee
Practitioner Code	O28
Curriculum Area(s)	Technologies/Literacy
Level	Second Level
Stage(s)	Primary 7
Specific subject (if applicable)	Coding

Experiences and Outcomes:

Using appropriate software, I can work collaboratively to **design an interesting and entertaining game** which **incorporates a form of control technology** or interactive multimedia.
TCH 2-09a

When listening and talking with others for different purposes, I can:
* **share information, experiences and opinions**
* **explain processes and ideas**
* **identify issues raised** *and summarise main points or findings*
LIT 2-09a

Learning Intentions:
To design a game with control technology
To share information and opinions
To identify any issues raised.

Success Criteria:
I can;
* **Use** coding **software**
* Use motion, sensing and looks codes to control characters within Scratch (specific to Scratch only)
* Explain my ideas and concepts to others.
* Share my opinions with others and justify them
* Identify problems, explain them and then suggest a possible solution

    Next steps
* Use feedback to improve my game

Briefly outline the context and range of quality learning experiences that have been provided making reference to the chosen design principles.
Context: for this activity was game creation through Scratch coding.
The pupils were introduced to Scratch through the resources created by WWood cluster. Previous learning has allowed the children to explore coding and prior to P7 they had experienced use of Kodu and all were aware of what coding was. They watched a YouTube clip about the power of coding to create links to the world of work and key skills.
Session 1- 3 pupils completed the coding for 3 different games by following instructions from a PDF on their class account. This provided them with the exposure and practise for appropriate codes for creating their own games.
Session 4-6 Pupils created their own game using scratch. They were encouraged to use the previous games to support them.
Session 5- pupils reviewed games in pairs and left feedback for their partner. Pupils then self-assessed and highlighted the code they could use confidently in green, the code they needed help with in amber and the code they hadn't yet tried was left blank.
Session 6- pupils used the games feedback to improve their game and used the assessment pathway grid to attempt some new codes.
Session 7- Pupils showcased completed games

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

Write
Pupils were asked to write a short game review to then share with their partner, highlighting the areas which were a success and the areas which could be improved. (**breadth**)

Children completed the pathway for progression to identify their next steps in learning. (**challenge**)

Pupils created a post it with newbie, codio or guru to identify their ability, thus allowing the gurus to be identified and share their knowledge, lead small sessions on identified needs from next steps. (**challenge**)

Make

Completed scratch game with coding **(breadth, challenge & enjoyment, application)**

Did the learner successfully attain the outcomes?   **YES**

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

The pathway for progression was discussed with the pupil and they were able to identify next steps quite clearly from what they had not yet highlighted. Pupils' Voice was very important at this stage because with just a little guidance from me, the pupil was able to use the grid to plan the next challenge for themselves. SC: Identify problems, explain them and then suggest a possible solution/Use feedback to improve my game Use motion, sensing and looks codes to control characters within Scratch

Evidence of this is attached.

Pupil Voice:
What have you learned? How did you learn? What skills have you developed?

"I have learned how to use Scratch to make a game and control objects within a game. I have learnt how to evaluate a game and also use feedback from other to make my game better. I have also learned how to plan my next steps by using the progression grid."

Learner Evidence

This pupil has used the correct code to make the banana move around the screen
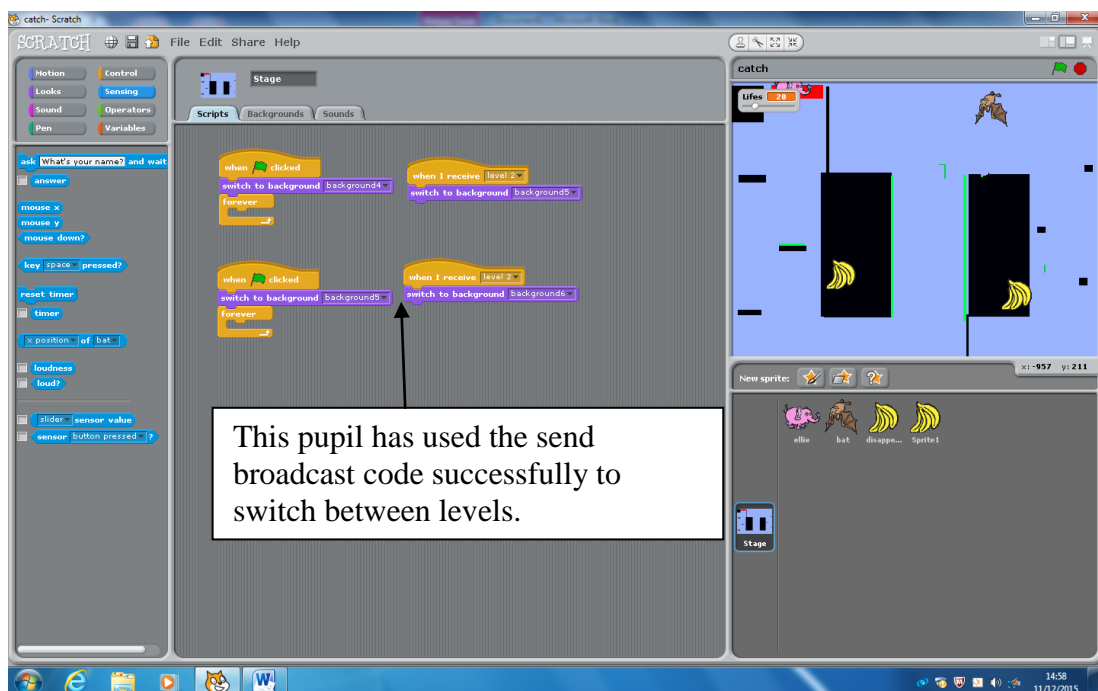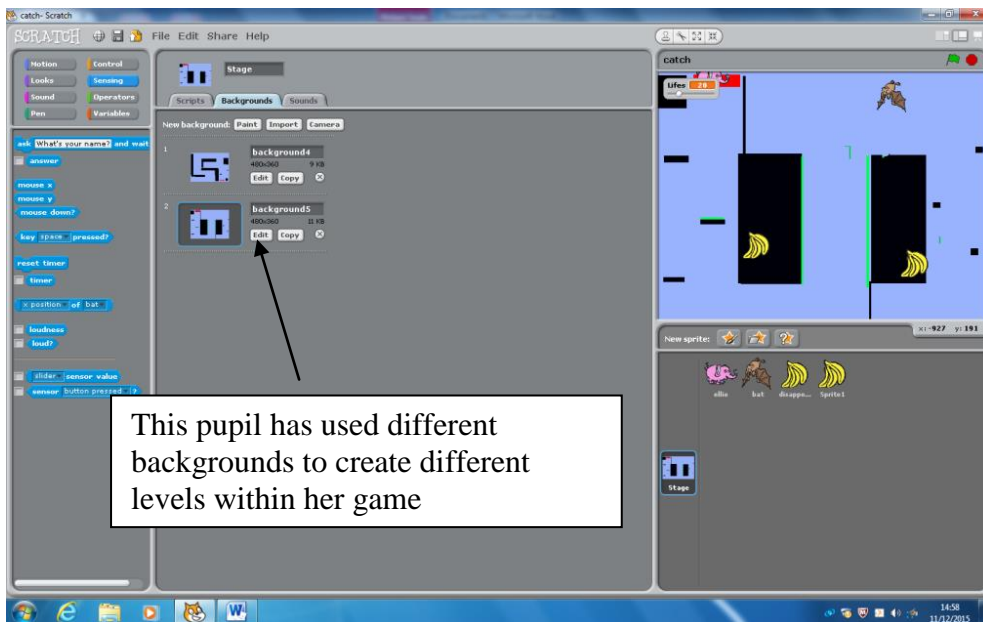
This pupil has used the correct code to make the bat chase the elephant and if it touches the elephant then will move to a different location

This pupil has used the correct code to create lives, control the elephant with the keyboard, switch between levels, switch costumes and change lives.

This pupil has used different backgrounds to create different levels within her game

This pupil has used the send broadcast code successfully to switch between levels.

Netherlee Primary School   Scratch: Pathway for Progression

What is the goal...
Why did you choose these sprites/...
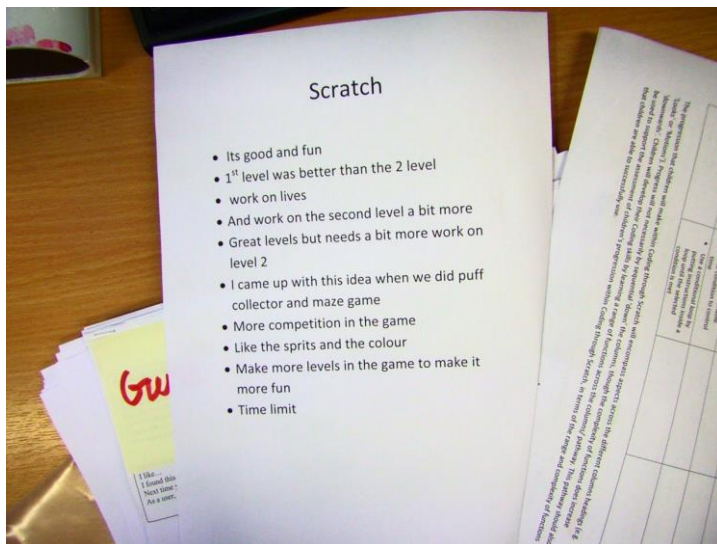Where did you get the idea?
Were there any difficult parts to c...

My favourite bit is....
I like...
I found this bit...
Next time you should think abou...
As a user, I think that...

...oks	Motions	Loops/control	Se...
• Choose sprite from library • Paint new sprite • Upload sprite from file	• Control sprite with mouse • Control sprite with keyboard	• Use forever loop • Use repeat loop • Use if...then loop	
• Resize sprite • Rename sprite • Delete a sprite	• Stopping a sprite going upside down when controlling it	• Use repeat loop • Use repeat until loop	
• Add costume from library • Paint new costume • Import new costume	• Turning a sprite • Rotating a sprite set number of degrees	• Use if then else loop	
• Select new backdrop from library • Paint new backdrop • Import new backdrop	• Use point towards • Use point in direction	• Use forever if to set starting position of sprite	set times • Change volume
• Use switch backdrop script • Use switch costume script • Insert hide script for sprite/costume • Insert show script for sprite/costume	• Make a sprite/costume bounce		

codio

This pupil is beginning to identify the areas of success and identify next steps by looking at the codes which she has not tried. You can see from her coding that she has attempted some of these when trying to improve her game. Specifically the switch costume script and switching backdrop script. She has also rated her ability.

Scratch

- Its good and fun
- 1st level was better than the 2 level
- work on lives
- And work on the second level a bit more
- Great levels but needs a bit more work on level 2
- I came up with this idea when we did puff collector and maze game
- More competition in the game
- Like the sprits and the colour
- Make more levels in the game to make it more fun
- Time limit

This is feedback which the pupil has been given to improve her game. Because of this, she was able to go back and improve the second level by coding the elephant to start at the right place, switch between levels and improve the function of losing lives.