

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.

Curriculum Area(s)	Numeracy and Mathematics and Art
Level	Early
Stage(s)	Nursery

Experiences and Outcomes:

I can share out a group of items by making smaller groups and can split a whole object into smaller parts.

MNU 0-07a

I have the freedom to discover and choose ways to create images and objects using a variety of materials.

EXA 0-02a

Learning Intentions:

The children are learning to:

- **LI1** - Split a whole object into smaller parts.
- **LI2** - Create images using a variety of materials.

Success Criteria:

Please list SC and give brief detail on how learners were involved in their creation.

- **SC1** - I can cut an image into smaller parts using scissors.
- **SC2** - I can create art using photos, drawings, tissue and pom-poms.

Provisional success criteria were given to the children at the beginning of the activity. They were discussed throughout the activity and they evolved to suit the direction that the activity went in. The children suggested 'cutting' and 'using scissors' to their first success criteria and chose the materials for the second.

Briefly outline the context and range of quality **learning experiences** that have been planned making reference to the chosen design principles. Make specific reference to **breadth, challenge & application**.

A large amount of learning in the nursery is child led and our rooms allow for free-play where a range of materials and resources are always accessible to the children. This particular child enjoys art activities and she often draws and paints. This activity was prepared to provide this individual with a numeracy and mathematics experience through a context which was relevant and interesting to them.

For this activity the child was provided with a selection of images and photographs, including drawings that they have made and photographs of them working and playing. They cut them into smaller pieces and used them to create their own art work which reflected their personal experiences in nursery. This was later used to prompt dialogue about their learning, progression and interests.

Breadth: Child often draws and paints. This activity will broaden their creative experiences through collaging.

Challenge: Child is sometimes reluctant to engage in maths activities. This experience will provide an access point for this child.

Application: This activity allows the child to apply their learning of fractions and division to a personal project in a creative way.

Record the planned assessment that will be gathered to meet the success criteria (Say, Write, Make, and Do) considering **breadth, challenge and application**.

SC1 – Do – The child will be observed cutting the images into smaller parts. Feedback for this will be provided verbally. The cuttings themselves can be used as physical evidence but they will also be documented in photographs.

SC1 – Say – Any relevant language used by the child related to fractions or division will be recorded as evidence.

SC2 – Make – The child will create a piece of art from the activity. This will be used as evidence and will also be photographed. The child should make their own creative decisions and use a variety of materials.

SC2 – Say – Any relevant language used by the child related to creating their piece and selection of materials will be recorded as evidence.

Breadth: A wide range of assessment methods are used.

Challenge: The numeracy and mathematics element of this task will be challenging for this individual as discussed above. Success in SC1 and 2 will be more challenging for this child than the art SCs.

Application: If the child is successful in their task, they will be able to reflect on their learning, not only in this activity but in the activities in the photographs and drawings used.

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

The following feedback was shared with the child during the activity and at its completion:

- **SC1 - I can cut an image into smaller parts using scissors.**
You have done a super job cutting your photos and pictures into smaller parts. You were able to explain to me what size of pieces you wanted to cut and how many pieces you wanted to make. Once they were divided, you were able to arrange them in their original shape which showed me that you understood that it was still the same photo. As you said yourself, you still find cutting a little tricky and this is something we can keep practising with lots of different games and activities.
- **SC2 - I can create art using photos, drawings, tissue and pom-poms.**
I absolutely loved your final artwork. It was bright and colourful and told a story all about you and your learning. You selected some lovely materials to make your collage with and you were very careful and thoughtful about where to place each item. When making it, you shared some nice memories from each photo which I think makes your art really special. We can extend this learning by making more artwork using new materials such as leaves and grass.

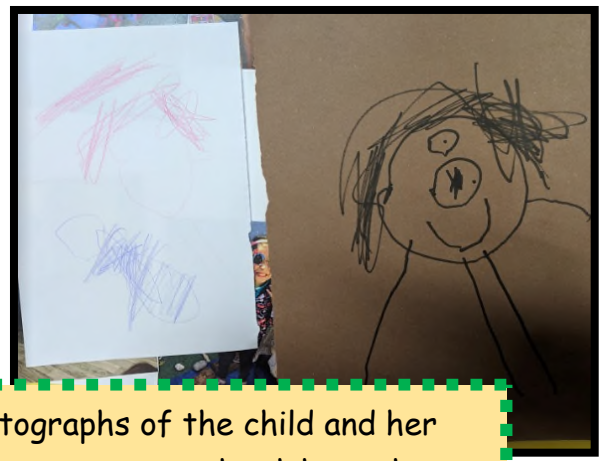
Pupil Voice:

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

"I was cutting up the photographs of me to make smaller bits for the picture. The teacher helped me with some cutting because it is a bit hard. I'm better at making little bits."

Did the learner successfully attain the outcomes?

YES/NO



A selection of photographs of the child and her friends playing in nursery were set out to capture the child's interest. The child also gave permission for us to use some drawings she had done that week.



She selected some art materials to use.



She looked at her photos and reflected on her learning experiences.

"I was over here. I was playing with the water."



"I only want to do this." (2 pieces)



She cut her photos into smaller pieces and we discussed how she had split them into smaller parts.

"I'm going to draw this side. I don't mean draw, I mean cut. I'm so silly. I'll cut another bit."



"This was here."



I cut some shapes too to extend the conversation.

"It's a triangle now. It looks like a pizza!"



Once the materials were all cut and prepared, she began arranging them to create her collage.

"I like it like this. I'm going to do me next. Me next. I'll stick it over here."

SC2



The final product was a meaningful and personal piece of art which used a range of materials. Through this process, the child was able to explore splitting whole objects into smaller parts.

"Its little bits of me and my favourite colours. I was cutting the pieces to make them small. I used my pictures and some feathers. I'm going to show my mummy today!"