

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	E145
Practitioner Code	CDO
Curriculum Area(s)	Numeracy and Health & Wellbeing
Level	Early
Stage(s)	Preschool
Specific subject (if applicable)	Superfoods & Superheroes

Experiences and Outcomes:

“I can match objects and sort using my own and others’ criteria, sharing my ideas with others” **MNU 0-20b**

“I can collect objects and ask questions to gather information, **organising and displaying my findings** in different ways.” MNU 0-20a

“Together we enjoy handling, tasting, talking and learning about different foods, discovering ways in which eating and drinking may help us to grow and keep healthy.” HWB 0-30a

Learning Intentions:

LI - 1: Learning to match and sort items according to different criteria

LI - 2: Learning to identify, taste and compare a range of healthy foods

LI - 3: Learning to recognise that eating some types of foods is good for health

LI - 4: Helping to create a simple pictorial chart/graph

LI - 5: Learning to read a pictograph (linked to learning though not directly to E&O)

Success Criteria:

SC1 – I can match and sort items in different ways

SC2 – I can name and taste some different types of food

SC3 – I can describe some ways in which healthy foods are good for you

SC4 – I can help to make a pictograph

SC5 – I can work out a result from a pictograph

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

Children had shown a big interest in “*Supertato*” (a story about a potato superhero). So in a responsive experience, they were later invited to discuss which foods are really “super” and to explore and taste a range of superfoods from bowls at the Snack table. They were also challenged to sort these foods into 3 categories - berries, greens and spices. After eating, they were invited to use colour dot stickers to indicate their favourite superfood on a pictogram, then to identify the winning food from the chart.

In a parallel experience children were given two boxes of character cards to sort, one of Marvel superhero icons and one of Star Wars characters (cut from old wrapping paper). They were invited to match and sort these in various ways, including those of their own choosing.

Breadth: Learners were offered a breadth of ways to sort, match and create pictograms, both in a team and individually. The sorting challenges included both 2D and 3D sorting. With the superfoods a range of textures, colours, smells and tastes was included. With the character cards, a range of images included some familiar symbols/ characters along with some less so, some on different colour backgrounds, some with text to match (e.g. Star Wars logo) as well as pictures. This provided a range of different ways to sort and identify (e.g. colour, character, goodies & baddies, “light” and “dark side”).

Challenge & Enjoyment: The experiences linked to recognised learners’ interests (in superheroes and *Supertato*) to increase enjoyment. They also incorporated a range of different senses, including touch, smell and taste as well as sight, to increase stimulation and enjoyment. The range of superfoods included some that would be familiar as well as some less well known such as goji berries, garlic and turmeric in order to provide challenge and encourage new learning.

Personalisation & choice: children made their own choices about which foods to try and selected their personal favourite by adding a sticker to the chart. They were challenged to sort by an adult’s criteria sometimes but were also encouraged to sort in ways of their own.

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 – identify foods, describe some properties and benefits, identify results on a chart

Make - a chart of favourite foods, a chart of superheroes

Do – taste different foods, sort in a team and individually

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

“That’s it. You sorted them out. Those are all berries and those are greens. What about this one? Is that a spice?”

“Well done, you tried lots of different foods. I think you’ve tried nearly all of them.”

“That’s right. The cucumber has the most on the chart. It is the most popular. Which one is the least favourite – which one has the smallest number?”

“Well done, you have found all the ones that are the same and you counted them right.”

Maybe you could try sorting them into goodies and baddies now.” (*Star Wars cards*)

“Yes, that is a fabulous square/rectangle/circle you’ve made. Why don’t you try a triangle next?”

Pupil Voice:

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

“I liked the cucumber and lettuce and blueberries. I didn’t like that one. It’s too spicy”

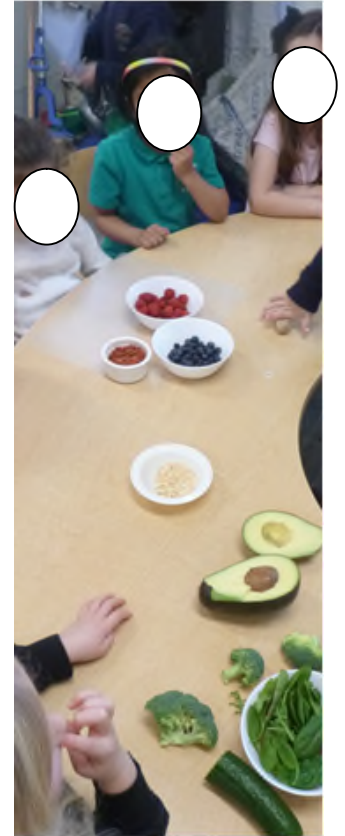
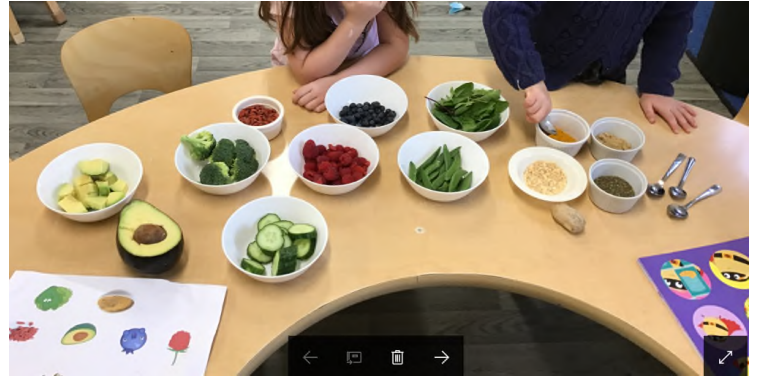
“I put the sticker on for cucumber.”

“Cucumber was the most. That one is smallest – too spicy.”

“I put the same ones in a row, all together.”

Did the learner successfully attain the outcomes? **YES/NO**

YES



Identifying Superfoods:
 “That’s a lettuce. That’s broccoli – he needed help from the pea” (in *Supertato* story).
 “That’s a raspberry.”
LI-2, SC2

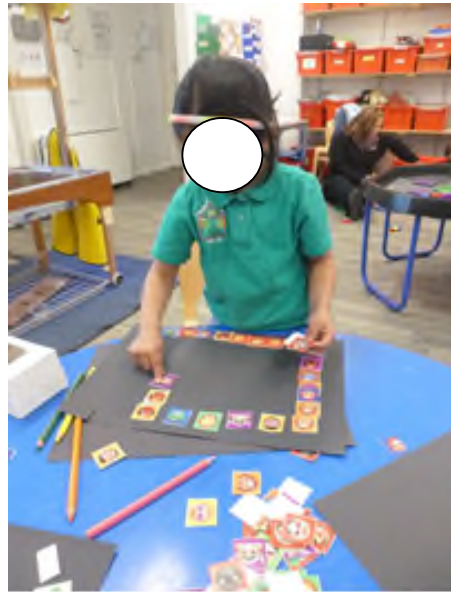
Sorting Superfoods into berries, spices and greens (in a team):
 “These are berries.”
 “Those ones are green.”
 “Garlic is spicy.”
 “That’s too spicy” (turmeric)
LI-2, SC1

Tasting Superfoods:
 “I’ve tried lettuce, broccoli, peas, cucumber, blueberries, raspberries... The berries are good... I like cucumber.” **LI-2, SC2**

Identifying Healthy Properties:
 “They’re good for you. Make your energy and get you big.” **LI-3, SC3**



Helping to compile pictogram & identifying the result:
 “Cucumber is the most.”
LI-4&5, SC4&5



**Sorting & Matching
(individually):**

LI-2, SC2

“That one’s the same. It goes beside it...another one.”

“I’m putting the same ones in a row, all together.”

“No, that one goes there.”

LI-4&5, SC4&5

“1,2,3,4,5,6,7 - That’s got lots.”

“Most in that one, look” (Darth Vader)

“Not a lot 1,2,3 - more there” (pointing to Darth Vader)

Sorting by own criteria:

M also chose to sort character cards into shapes, proudly announcing, “Look, I’m making a square.” (she counted 28 pieces used for it), then “I’ve done a rectangle” and “I did a circle”. **LI- 1, SC1**

