

**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.

Practitioner Code	E39
Curriculum Area(s)	N+M and Social Studies
Level	Early
Stage(s)	Nursery

Experiences and Outcomes:

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

I explore and appreciate the wonder of nature within different environments and have played a part in caring for the environment. 0-08a

Learning Intentions:

L.I. Gather and organise information.

L.I. Explore different aspects of the natural environment.

Success Criteria:

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

S.C. Collect given objects

S.C. Collect objects of my own choice

S.C. Organise my information in groups or sets

S.C. Use nature and describing words to talk about what I've found

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 range of play experiences were offered in the playroom, Little Garden and Secret Garden. Some were part of our continuous provision and others more adult initiated. As is usual practice we followed the children's interests.

- 'Find some thing green/brown/with four legs...' Collect/organise in bowls/piles/sorting rings.
- Fine motor coloured animals/teddies/vehicles/pasta with trays/bowls etc
- Choose/draw your favourite animal. Organise.
- Natural loose parts play with mats/frames/bowls to organise
- Secret garden. Collect and sort natural objects by colour/shape/size/etc. Make links to number and quantity – How many x did we find? Are there more x or y? etc.
- Tidying up. Organising related items that belong to different familiar fairytales and stories. Explaining how we know and how we have organised.
- Using ourselves as resources and organising by colour groups.

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

SAY Explain own criteria for sorting/organising Use nature and describing words

WRITE n/a

MAKE Temporary or fixed image/list/sets

DO Organise natural materials outdoors and explain Organising visible across play

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

Please see evidence sheet for feedback and next steps.

Pupil Voice:

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

I LEARNED... "to collect them altogether and put them in the right place. To see how many different ones we had."

I LEARNED BY... "tidying up the messy toys and Christmas things."

SKILLS... "Sorting the things out."

Did the learner successfully attain the outcomes?

YES/NO

Practitioner code: E39

S.C. Collect given objects

Feedback, including next steps:

Well done! You are right, that brown stick is a lot bigger than you.

Maybe next time you could choose what to collect.

S.C. Use nature and describing words to talk about what I've found

Observation and assessment:

The child was asked to collect lots of sticks in the Secret Garden to help build a den. He independently began this task, sometimes seeking assurance from an adult that what he had collected was "good". He compared "sticks and branches".



Child's voice:

"I got sticks for my den. Look this brown one is bigger than me."

Feedback, including next steps:

You have put the letters away and only collected the words.

You have explained to me why the words are organised like that. I wonder if we could sort them in a different way. With more groups?



S.C. Collect objects of my own choice

S.C. Organise my information in groups or sets

Observation and assessment:

The child chose a word-building game with friends who later left. He remained and decided to collect words (rather than letters). He explained that he was then going to organise them and proceeded to create two word lists of "animals" and "not animals". He did all this independently with little adult interaction. At the end he counted the words and established the "animal" group was largest.

Child's voice:

"I want to get all the words and put them together... I'm going to put them in a big tower....Milk goes there because it comes from an animal. A cow...Animals are the most."

Feedback, including next steps:

You've organised different types of things. Next time, could you maybe do it a different way? Looking at the size or colour? Could you tell your friends about what you found?



S.C. Organise my information in groups or sets

Observation and assessment:

The child organised a collection of muddled up Christmas decorations into sets and chose his own categories, organising by item type and in a uniform line which he used to count the items and report back on how many we had. He used "same and different" and adjectives plus object names to justify his choices.

The child later organised animal toys with further classification criteria.



Child's voice:

"These are the same - candy canes! 1,2,3,4,5...There are lots of bows but not many toys."

"I put them together with the other red ones. They are the same colour but different size."

Feedback, including next steps:

What a great job you've done to help set up and organise the garden! You described all the different things you had collected and explained to your friends how you wanted to organise them. You told the other adults what you had found too.

S.C. Organise my information in groups or sets

S.C. Use nature and describing words to talk about what I've found

S.C. Collect objects of my own choice

Observation and assessment:

Later, the child was involved in setting up our newly refurbished Little Garden. He independently collected objects - stones, shells, rocks etc - and organised them by type and characteristic in bowls and tubs.

Child's voice:

"Where do the shells go?...There are so many big ones...Maybe we should put this here with the other bits of wood...These smooth pebbles all go together...Number ten everyone! There are ten!"

