

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	
Curriculum Area(s)	MNU and Literacy
Level	Early
Stage(s)	ELC

Experiences and Outcomes:

I can match objects, and sort using my own and others' criteria, sharing my ideas with others. MNU 0-20b

Within real and imaginary situations I share experiences and feelings, ideas and information in a way that communicates my message LIT 0-09a

Learning Intentions:

To match things in different ways

To sort things in different ways

To share my ideas with others

Success Criteria:

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

I can explore loose parts – examining the materials coloured and shaped gems. Items in forest, leaves, sticks, stones. (achieved)

I can match loose parts that look the same – matches shiny objects, matches colours/shape, leaves of differing sizes/colour. (achieved)

I can sort loose parts into groups using my own ideas – child sorted the gems by colour and asked her friends to help, she gave each child a colour to sort. Within the individual colour, she then sorted by shape (achieved)

I can sort loose parts into groups using somebody else's ideas – I asked her to sort leaves by size and she then suggested we could do it by colour too. (achieved)

I can talk about what I have done – She was able to explain why she chose some objects over others, when sorting using her own ideas. (achieved)

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**.

Child A - displays an interest in playing with small loose parts and was able to apply her knowledge of shapes and materials. I explained to her that I had work to do, and asked if she would like to help. I explained the learning intentions and asked if she knew what I meant by sorting?

Child "it's fixing the mixed up things into their own piles of things the same".

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

I provided child with an assortment of items (see evidence 1 & 2) which she began to explore freely. Child A explored her own interest which seemed to be sorting the colours. This displayed her ability to apply her previous knowledge of materials (application) when describing and sorting.

Child A - was able to describe how objects looked **SAY** (Application). She knew that the colours were different and they were different shapes, and that most of each colour was the same shape, i.e butterflies were yellow. While exploring our woodland area, child noticed all the leaves falling from the trees. Child had the prior knowledge that as the leaves were of different shapes, they came from different trees. Using this knowledge we started sorting the leaves into tree groups and then further sorted by size **DO**. She displayed knowledge about how to sort objects into different categories such as shape, colour and variety.

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

We engaged in discussion throughout the experience which firstly established an understanding of what the aims were and how we would know if she was successful. We agreed we would look at the photos afterwards and discuss what had happened.

During the discussion about the materials and their appearance she was able to decide on ways that she would decide which loose parts met with her criteria.

Pupil Voice:

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

We sat together and looked at the photos. Looking at the photo where she had the leaf, she could tell me, we found lots of the same shape, but they were not all the same size. I asked her if she could see anything else that she had learned. "I can sort shapes coloured things." She replied. I can sort leaves that were the same size, leaves that had spots and brown leaves and yellow leaves.

I asked her if she knew of anything else we could do with the leaves...."we could paint the big one, the middle one then the wee one and make a size picture and I could take it home to show mummy"

Did the learner successfully attain the outcomes?

YES/NO

As a small group we had a chat about matching and sorting and what it means to them. **Application**

Child A "it's fixing the mixed up things into their own piles of things the same". That's sorting."

Ms W 'you are correct, well done'

Child A "Do you need me to sort anything for you?"

Ms W 'Well actually, I do. Someone has mixed up all the gems. What do you think is the best way to sort them?'

Child A "I'll collect all the purple ones, child B, you collect blue, child C yellow, child D pink, child E green and child F red"

Child A confidently placed all the same coloured objects onto the disc and instructed her friends on what colour to sort. **(DO)**

She was able to tell me that the items she sorted were by colour and there were some different shapes which she placed on a different disc **(SAY)**



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

I enjoy investigating objects and shapes and can sort, describe and be creative with them. **MTH 0-16a**

Child A "I put all the big purple ones on the big plate and the purple circles and purple squares on wee plates. I have more big purple ones"

Ms W 'So you have sorted by colour and by shape, well done.'

On a visit to the woods Jennifer was interested in sorting the leaves. She initially sorted by size, then by colour and by variety. **BREADTH & CHALLENGE**



Child A “This leaf is the biggest leaf in the woods, then this one then this one is a wee one. We made a pile of big leaves and a pile of wee leaves”

Ms W Did we find any other different leaves?

Child A “We looked for yellow leaves, brown leaves and leaves with spots. **(STRENGTH)**

Ms W You’ve been very busy!

Child A “ E & A helped too”

