

**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	H
Practitioner Code	H1
Curriculum Area(s)	Numeracy
Level	Early
Stage(s)	Nursery
Specific subject (if applicable)	

Experiences and Outcomes:

Number and Number Processes

I have explored numbers, understanding that they represent quantities and I can use them to count, create sequences and describe order.

Data and Analysis

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

Learning Intentions:

To explore numbers and use them to count

To match and sort objects using others criteria

To explore numbers and create sequences.

Success Criteria:

To explore numbers and use them to count

I can correctly touch count items from 1 to 10

I can recognise numbers from 0-10

To match and sort objects using others criteria

I can sort and match items by colour

To explore numbers and create sequences.

I can put the numbers 0 to 10 in the correct order

I can order numbers from lowest to highest.

Practitioner Moderation Template

Learner Evidence

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

Experience 1 – Interactive whiteboard game – count the number of buttons on the gingerbread man and find the matching number. **Challenge and enjoyment**

Experience 2 – Numbered plastic bottles and pom poms – Choose a bottle, then using tweezers, sort and match the pom poms by colour and count the correct number of pom poms into the bottle. **Depth**

Experience 3 – Pipe cleaners and beads – sort and match the beads by colour and count the correct number of beads onto the pipe cleaner. Work with a friend to put the pipe cleaners in order from 0 to 10. **Breadth**

Experience 4 – Lego towers – Group work - Choose a number card. Build a tower using the number of blocks that is on the card. Put the towers in order from lowest to highest. **Breadth**

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

Do

I can correctly touch count items from 1 to 10.

I can sort and match items by colour.

I can put numbers from 0 to 10 in the correct order.

I can order numbers from lowest to highest.

Evidence – Photos/Pupil Dialogue and pupil comments

Say

I can recognise numbers from 0 to 10.

Evidence – Photos/Pupil Dialogue and pupil comments

Did the learner successfully attain the outcomes? YES/NO

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

Praise and encouragement given to pupil.

Next steps would be to make use of concrete materials to carry out simple addition and subtraction with numbers to 10.

Pupil Voice:

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

"I can count to 10"

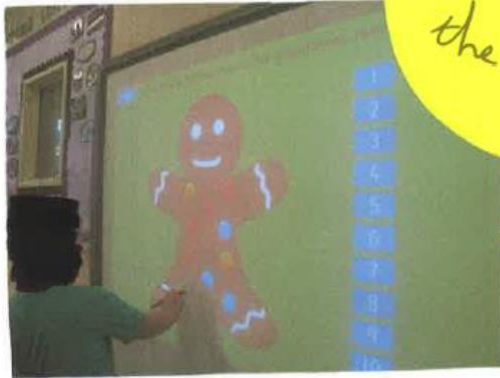
"I can try numbers higher than 10"

I can count lots of things in nursery."

Learner Evidence

Experience 1

Teacher: Can you count the buttons on the gingerbread man and find the number?



"I can
count all of
the buttons."



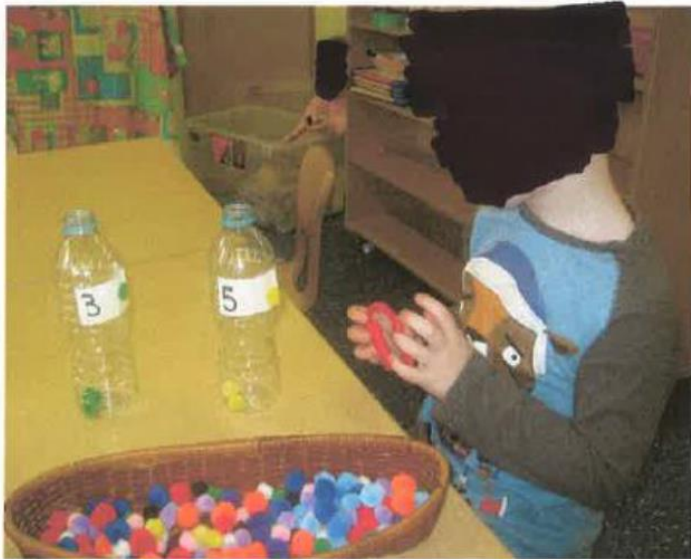
"I got it
right! I want
another go."

Experience 2

Teacher: Choose a bottle. What number is on it?

Child A: 5! That's my favourite number.

Teacher: Can you find 5 yellow pom poms?



Teacher: Can you check you have enough pom poms?

Child A: 5! That's easy to count. I got all the yellow ones.





Child A: I want to do 7 now.

Teacher: Did you put the right number of pom poms in the bottle?

Child A: It's tricky. There's too many! I was counting 7 when I put them in.

Teacher: I wonder what we could do to check you have 7?

Child A: I can take them out and count.



Child A: I got it! It's 7!

Experience 3

Teacher: Choose your favourite number.

Child A: It's 5! I'm going to be 5.

Teacher: Can you find 5 matching beads? What colour do you need?

Child A: Yellow

Teacher: Child B can choose his favourite number as well. You can work together to find the beads.

Child A: I am good at counting. I can count to 100. I can count 100 beads.

Child A counts the correct number of beads and adds them to the pipe cleaner.





Teacher: Are the numbers in the correct order?

Child A/B: No!

Teacher: Can you work together to put them in the correct order? Which number comes first?

Child A: Number 1. That's the smallest.

Children take it in turns to correctly put numbers in order.

Teacher: We can use my number line to check you are right.

Child A: It's all right. The numbers are the same!

Practitioner Moderation Template

Learner Evidence



Teacher: Did you like counting and sorting the beads? Give me thumbs up if it was good fun, thumbs in the middle if it was just ok and thumbs down if it was too tricky.
Child A: It was good fun. I like counting the shiny beads.