

**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	D
Practitioner Code	D25
Curriculum Area(s)	Numeracy and Literacy
Level	Early Level
Stage(s)	Primary 1
Specific subject (if applicable)	

**Experiences and Outcomes:**

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

**I have experimented with everyday items as units of measure to investigate and compare sizes** and amounts in my environment, **sharing my findings with others**. (MNU 0-11a)

**Learning Intentions:**

I am learning to explore and compare size.

I am learning to compare and order my height with others.

I am learning to work with others to share feelings and ideas when solving a problem.

**Success Criteria:**

**I can build a tower of cubes and order the towers from tallest to shortest. (lesson 1)**

**I can select and colour the tallest object from a choice of four or more. (lesson 2)**

**I can order snakes in size order from the longest to the shortest. (lesson 3)**

**I can decide who is the tallest and shortest in my class and put them in the correct order. (lesson 4)**

**I can discuss my findings with my friends and work together to come to a solution. (lesson 1, 4 & 5)**

**I can build a bridge across the river using cubes to measure the length. (lesson 5)**

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

Lesson 1 – learners were asked to build towers of cubes (they had a set amount each) and had to order them from tallest to shortest.

Lesson 2 – learners were asked to select and colour the tallest object from a choice of four or more (worksheet 1)

Lesson 3 – learners were asked to select the longest/shortest snake on the IWB. They then cut and stuck five snakes and had to stick them in the correct order from longest to shortest.

Lesson 4 – the class were asked to stand in height order from tallest to shortest. The children had to work together to compare their findings and solve the problem.

Lesson 5 – two children had to make a bridge for the goat to cross the river using cubes and work together to solve the problem and compare their findings.

## Practitioner Moderation Template

## Learner Evidence

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 – learners had to discuss the differing heights in the class and move places even though they thought that they were all the tallest. They had to problem solve and take each others ideas on board collaboratively without teacher input. They then looked at photos to help them to see that there was a difference in height and move to the correct place.

Make – The learners had to make towers and bridges to compare heights.

Do – there were a number of activities where the children were active from ordering people to ordering cubes, cutting and sticking and using the interactive whiteboard.

Did the learner successfully attain the outcomes? YES

After some discussion and teacher input the learner did achieve the outcome although he did find the concept tricky to begin with (see snake photo and activity sheet)

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

Oral feedback was given throughout the learning experiences as the learner was finding it really tricky to order things by height. He wanted to be the tallest so wasn't keen to be in the correct place in the line. He wanted his tower of cubes to be the tallest so always put his at the start. After seeing photographs of himself next to his friend and his tower in the wrong order he corrected his position.

Next steps, we will continue to work on height and length through active play experiences.

Pupil Voice:

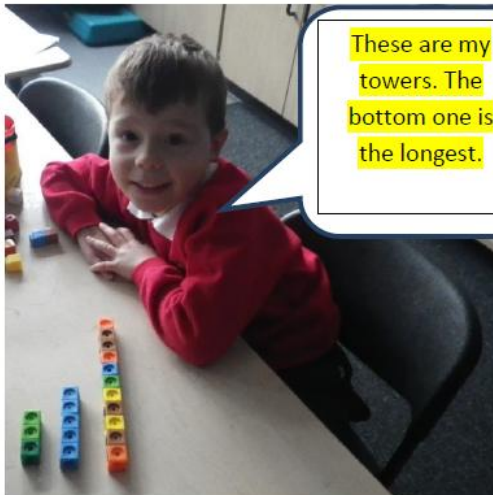
What have you learned? How did you learn? What skills have you developed?

'I learned that I am not the biggest boy in the class but I am nearly the biggest but it doesn't matter because we can all grow big one day. I can order my snakes in the right size now but I really have to look because it can be tricky.'

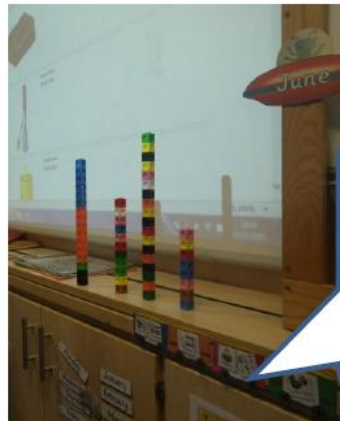
## Learner Evidence

**Lesson 1: I can build a tower of cubes and order the towers from tallest to shortest.**

**I can discuss my findings with my friends and work together to come to a solution**



These are my towers. The bottom one is the longest.



My friends and I made towers, I wanted mine to be the tallest but it is not. We have not put them in the right

The children were arguing over the size until they saw the photo on the computer screen and then they could discuss the size appropriately.



I think that big piggy in the middle in the very biggest.

The learner went on to complete the worksheet correctly. See worksheet 1.

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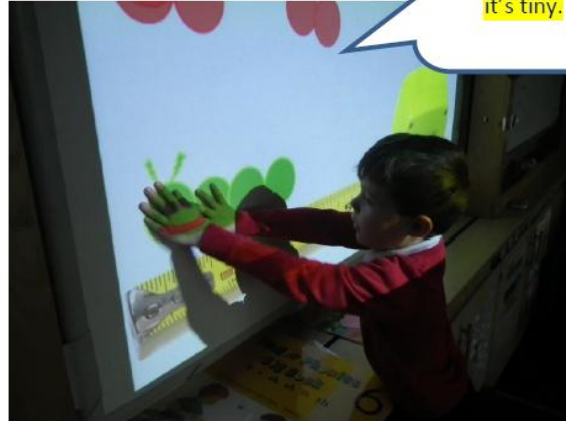
## Learner Evidence

Lesson 2: I can select and colour the tallest object from a choice of four or more.

Lesson 3: I can order snakes in size order from the longest to the shortest.



That snake is the longest even though it's wibbly wobbly.



This one is the shortest. Look at it's tiny.



I am cutting out my snakes and putting them in order.

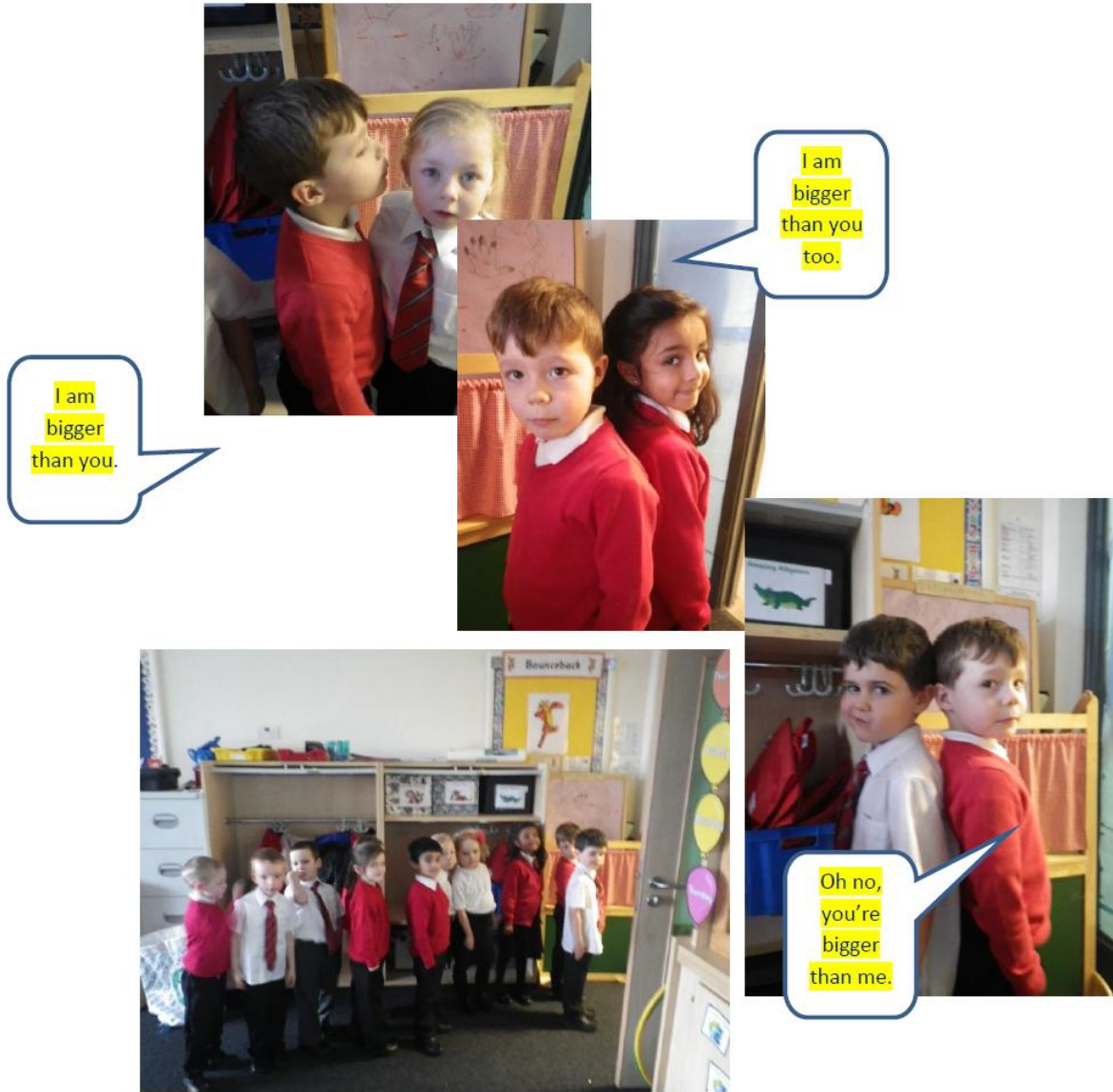


I don't think this is right. I am a little bit muddled.



Lesson 4: I can decide who is the tallest and shortest in my class and put them in the correct order.

I can discuss my findings with my friends and work together to come to a solution.

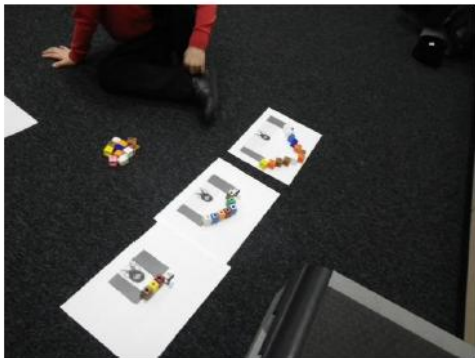


Lesson 5: I can build a bridge across the river using cubes to measure the length.

I can discuss my findings with my friends and work together to come to a solution.

Teacher: 'How can you make a bridge?'  
Learner: 'I could use those cubes to help me.'

## Practitioner Moderation Template



## Learner Evidence



I'm making it really tall so the billy goat can get over the bridge



Look, this is only a little bridge. It only has 3 cubes.