

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	N
Practitioner Code	N3
Curriculum Area(s)	Literacy and English/Numeracy and Mathematics
Level	Early
Stage(s)	P1
Specific subject (if applicable)	

Experiences and Outcomes:

To help me understand stories and other texts, I **ask** questions and **link** what I am learning with what I already know.

Understanding, Analysing & Evaluating ENG 0-17a

I can collect objects and **ask** questions to **gather information, organising** and **displaying** my findings in different ways.

MNU 0-20a

Learning Intentions:

Lesson 1

To help me understand stories and other texts, I **ask questions** and **link** what I am learning with what I already know.

Understanding, Analysing & Evaluating ENG 0-17a

LI 1: We are learning to ask questions to help us understand a story.

LI 2: We are learning to use our knowledge and personal experiences to help us understand a story.

Lesson 2

I can **collect** objects and **ask questions** to **gather information, organising** and **displaying** my findings in different ways.

MNU 0-20a

LI 1: We are learning to gather information.

LI 2: We are learning to organise and display our findings.

Success Criteria:

Lesson 1

To help me understand stories and other texts, I **ask questions** and **link** what I am learning with what I already know.

Understanding, Analysing & Evaluating ENG 0-17a

SC1: I can use at least three question starters ('what' 'where' 'why' 'when' and 'how') to ask questions about a story.

SC2: I can take part in a group discussion about animals and the zoo and relate it to my own life.

Lesson 2

I can collect objects and **ask questions** to **gather information, organising** and **displaying** my findings in different ways.

MNU 0-20a

SC 1: I can ask what each pupil's favourite animal is in a group discussion.

SC 2: I can put a tally mark in the correct place on the class tally chart.

SC 3: I can use information from a tally chart to display my findings on a bar graph.

SC 4: I can use a bar graph to identify the most and least popular animal.

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

The pupils had expressed an interest in learning about zoo animals. As part of this topic, they were introduced to pictograms and bar graphs. Pupils chose their favourite zoo animal and created a class pictogram using given images. Following this they were introduced to bar graphs.

The book 'Dear Zoo' by Rod Campbell was used to further stimulate learning in this area.

Question cubes were used with small groups to help them to formulate questions for each other, develop their understanding of the text and share their own opinions and personal experiences. (see transcript)

Following on from the discussion, the pupils expressed an interest in finding out which animal the other pupils in the class would choose to keep. We discussed how we could find this out and how we would organise and display this information. The pupils had been taught about pictograms and bar graphs already and had some experience of data handling in other contexts.

We agreed that each pupil in the class should vote for their favourite animal from the story. Pupil 1 asked each child what their favourite animal from the story was and put a tally mark on the chart to represent each pupil's choice. We then discussed how this information could be displayed in a better way so that it was easier to identify which animal was the most popular. Education City was used to create a bar graph using this information.

Finally, pupils were asked to use the bar graph to identify the most and least popular animals.

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: Group discussion about the book. Pupil asked and answered questions about the story and personal experiences of the zoo and zoo animals.

Pupil asked other pupils in the class which animal they would choose and suggested ways of recording this information.

Pupil could answer questions related to the bar graph (most popular/least popular animal).

Make/Do: input information on a tally chart to show class favourite animal.
use Education City software to make a bar graph to show the class' favourite animal.

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

Lesson 1:

See transcript of discussion.

Lesson 2:

See attached evidence.

Pupil Voice:

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

See attached evidence.

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

Lesson 1: Evidence

To help me understand stories and other texts, I ask questions and link what I am learning with what I already know. ENG 0-17a

Experiences and Outcomes

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

Task: The children listened to the story of 'Dear Zoo' and then asked questions about the story. The question dice was used to support the children's learning.

Evidence of learning

SAY 

MAKE

WRITE

DO

Learning Intention:

LI 1: We are learning to ask questions to help us understand a story.

LI 2: We are learning to use our knowledge and personal experiences to help us understand a story.

Success criteria :

SC1: I can use at least three question starters ('what' 'where' 'why' 'when' and 'how') to ask questions about a story.

SC2: I can take part in a group discussion about animals and the zoo and relate it to my own life.

Following a class discussion, the children were given a question cube to help them ask each other questions about the story. We had to spend some time discussing what made a good question. I also modelled [some to](#) help them. Please see transcript below where child 1 had the cube. I added in a few questions to encourage children to talk about their own experiences.

Child 1: **Where** did the animals come from?

Child 2: the zoo

Teacher: Have you ever been to the zoo?

Child 1: Yes, I drove there in the car and I saw rhinos. It was called the Jurassic zoo.

Child 2: **Yes** but I can't remember when

Child 1: **Who** did you go with?

Child 2: my mum and my dad and my sister

Child 1: **What** animals were in the story?

Child 2: rhinos, monkeys and elephants

Child 1: **What** was your favourite?

Child 2: rhino

Teacher: **Why** did the person in the story keep sending the animals back?

Child 1: they wanted a different animal

Child 1: **why**?

Child 2: they weren't the kinds of animals that they wanted.

Child 1: **Why** not?

Child 2: some were too big, some were too small, some were too scary

Teacher Voice:

See transcript

Learner Voice:

See transcript

Child 1: **What** happened at the end?

Child 2: he got the animal he wanted

Teacher: **What** was your favourite animal from the book?

Child 1: mine was the puppy and the elephant

Child 2: the lion

Teacher: If we had a zoo, what animals would you like to have in it?

Child 1: a panda

Child 2: lions!

Teacher: How could we find out what animals other children would like in our zoo?

Child 1: you could ask people and then write it down?

Teacher: like what we have been doing at number time?

Child 1: you could draw a picture of it and stick in on the wall.

Teacher: Do you remember the charts we used at number time? Do you remember what they were called?

Child 1: a tally

Teacher: Yes, a tally chart.

Child 2: Yes the one with the lines!

Teacher: why don't we try to make one of them?

Lesson 2: Evidence (I)

To help me understand stories and other texts, I ask questions and link what I am learning with what I already know. ENG 0-17a

Experiences
and Outcomes

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

Task: Pupil I asked each child what their favourite animal from the story was.
Pupil I put a tally mark on the chart to show each pupil's choice.

Evidence of learning
SAY ✓ MAKE ✓ WRITE ✓ DO

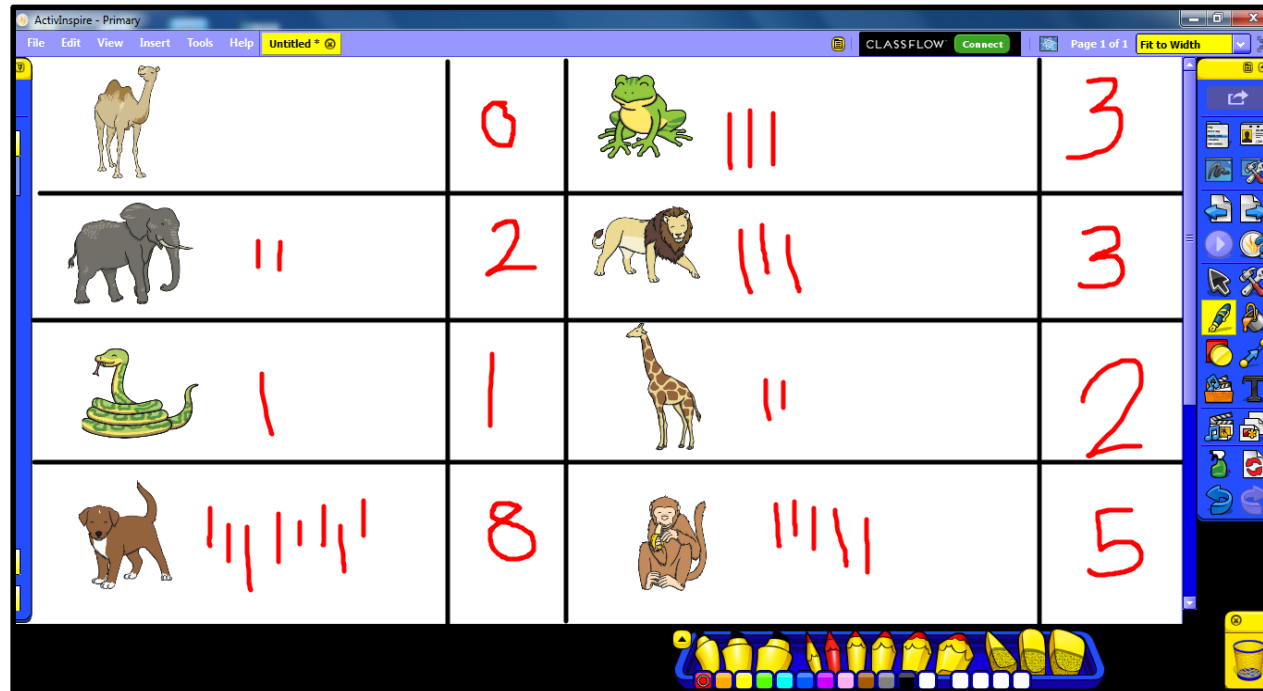
Learning Intention:

LI 1: We are learning to gather information.

Success criteria :

SC 1: I can ask what each pupil's favourite animal is in a group discussion.

SC 2: I can put a tally mark in the correct place on the class tally chart.



Learner Voice:

'Hands up if you like the monkey!'

'Do I circle it (the monkey)?'

Teacher voice:

'You put a line beside the monkey, that is how a tally chart works'

Teacher feedback:

Well done! You have successfully made a tally chart!

I wonder, could we now use this information to make a bar graph?

Lesson 2: Evidence (2)

To help me understand stories and other texts, I ask questions and link what I am learning with what I already know. ENG 0-17a

Experiences
and Outcomes

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

Task: Pupil I used information from the tally chart to make a bar graph on Education City

Evidence of learning			
SAY ✓	MAKE ✓	WRITE	DO

Learning Intention:

LI 2: We are learning to organise and display our findings.

Success criteria :

SC 4: I can use information from a tally chart to display my findings on a bar chart.
SC 5: I can use a bar chart to identify the most and least popular animal.



Pupil Voice

'Look, there is no colour there (pointing at the camel). Nobody liked that one.'

'Lots liked the doggy!'

'The blue and black one are the same size'

Teacher Feedback:

Great stuff! You have used the tally chart to make a bar graph!

You have found the least and most popular animals, well done!

Following a class discussion, the children were given a question cube to help them ask each other questions about the story. We had to spend some time discussing what made a good question. I also modelled some to help them. Please see transcript below where child 1 had the cube. I added in a few questions to encourage children to talk about their own experiences.

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Child 2: the zoo

Teacher : **Have** you ever been to the zoo?

Child 1: Yes, I drove there in the car and I saw rhinos. It was called the Jurassic zoo.

Child 2: Yes but I can't remember when

Child 1: **Who** did you go with?

Child 2: my mum and my dad and my sister

Child 1: **What** animals were in the story?

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Child 1: **What** was your favourite?

Child 2: rhino

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Child 1: they wanted a different animal

Child 1: **why?**

Child 2: they weren't the kinds of animals that they wanted.

Child 1: **Why** not?

Child 2: some were too big, some were too small, some were too scary

Child 1: **What** happened at the end?

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Teacher: like what we have been doing at number time?

Child 1: you could draw a picture of it and stick in on the wall.

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