

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	
Practitioner Code	E11
Curriculum Area(s)	Numeracy
Level	Early Level
Stage(s)	P1
Specific subject (if applicable)	Information and Data Handling

Experiences and Outcomes:

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

MNU 0-20a

I can match objects, and sort using my own and others' criteria, sharing my ideas with others.

MNU 0-20b

Learning Intentions:

Lesson 1

- I am learning to sort objects
- I am learning to share my ideas with others

Lesson 2

- I am learning to display information in a Carroll diagram
- I am learning to sort objects

Lesson 3

- I am learning to display my information using tally marks

Success Criteria:

- I can sort things into groups.
- I can talk about how I have sorted things.
- I can use a Carroll Diagram to sort items.
- I can use tally marks to sort and count items.

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

The children in Primary 1 have chosen to support a local food bank by collecting items for vulnerable families in the local area. With guidance from the food bank

volunteers, children spoke about the project at a school assembly and sent a letter to all parents requesting a variety of food and toiletry donations.

### **Lesson 1 (Enjoyment, Challenge and Relevance)**

- Children will have a discussion about the items collected for the food bank and then discuss how to organise the items donated.
- In small groups, the children will be given a selection of donations and will be asked to sort them using their own criteria.
- Children will then discuss and share the criteria they have used and why they have chosen to sort this way.
- Children will be introduced to a pictogram and they will display their findings on this.
- Children will then be given pictures of a variety of donation items. They will sort and create a pictogram of their own choice.

### **Lesson 2 (Progression and Challenge)**

- Children will be introduced to the concept of a Carroll Diagram.
- The children will be given a template of a Carroll Diagram and they will discuss the layout. There will be discussion about the different headings and how we read the graph.
- Following group discussion, the children will organise the new donations using given headings. Then in the small group, they will sort using their own criteria. Discuss completed Carroll Diagram.

### **Lesson 3 (Challenge, depth, personalisation and choice, enjoyment)**

- Children will be introduced to tally marks as a way of recording information.
- Daily Donation Tally - When children from around the school come to deliver their donations, there will be daily donation champions who are responsible for adding to the running total of donations using tally marks. This will then be presented to the representative from the foodbank when they come to collect the items.

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: Share criteria and discuss others criteria and diagrams.

Do: sort donations into groups using their own criteria.

Do: sort donations using a Carroll Diagram.

Make: a pictogram of different donations using own criteria.

Make: a Carroll Diagram using own criteria.

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** - Constant oral feedback given throughout the different parts of lesson 1, especially when the pupil was organising items into sorting hoops. She looked for reassurance as she had a great variety of donations. She was able to organise the items effectively and talked about her reasoning for placing items together. I linked this to the success criteria which she helped to create. The pupil was also given positive written feedback on her pictogram sheet as she knew how to organise and display the given information.

**Lesson 2** - The pupil was given a few examples of Carroll Diagrams as she found the concept quite difficult to begin with. I gave her the starter headings of 'food/not food' as she was finding it a little difficult to get started. She thought of 'pet/not pet'. Oral feedback given throughout, linking to LI and SC. At the end, she said she gave herself 'thumbs up' for making a Carroll Diagram that others could understand.

**Lesson 3** - The pupil was able to use tally marks to sort and count the food bank donations and her success was shared with her orally and in written feedback. She gave herself an amber dot on her work as she said she wanted to get faster at counting in 5s.

**Next steps** - Continue to explore Carroll Diagrams in child led activities. Potential link to Science topic on Electricity. Continue to count in 5s during daily maths warm ups to encourage speed and accuracy. Link pictograms to ongoing work in Maths.

**Pupil Voice:**

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

What have you learned?

I can make a pictogram. I know how to do tally marks. I can sort things. I can make a Carroll Diagram.

How did you learn?

I talked to the people in my group about what we could do. I learned how to make a pictogram by sorting out food.

What skills have you developed?

I have been thinking about how to sort and match things. I can count an easy way now instead of counting lots on ones. I can count in 5s but I need to get faster.

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

# MODERATION EVIDENCE 2019

LI - I am learning to sort objects. I am learning to share my ideas with others.

SC - I can sort things into groups. I can talk about how I have sorted things.

## Lesson 1 - Part 1



### Learner Voice

I have lots of things to sort. Maybe the tins should go in a hoop. I think there is too much soup so they can have a hoop of their own. The other tins have food in them but they are not soup. Will we put the things for your teeth together? Will we put pasta in a packet with pasta in a tub? We don't have enough hoops. I think we should put all the things you need in the bathroom together. The teeth things can go in there now. We need another hoop for animal things.

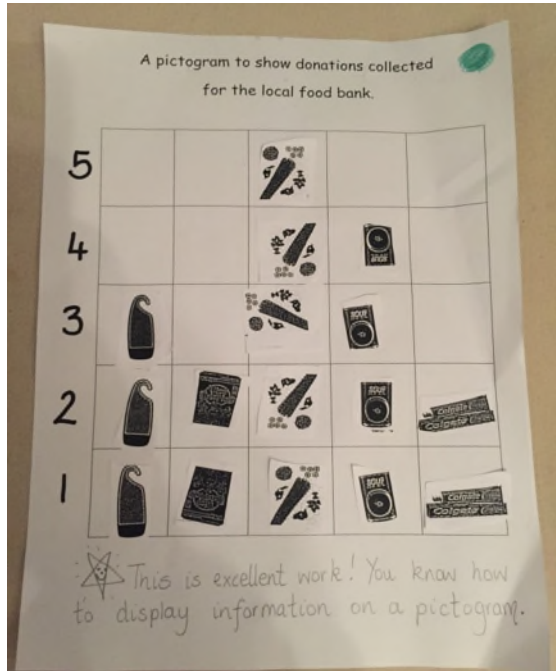
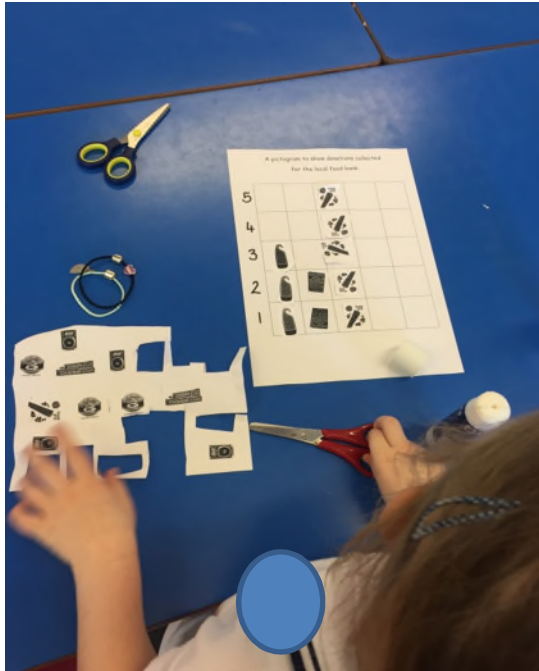
## Lesson 1 - Part 2



**Learner Voice**

I know the things which have to go together. I can line them up when I take them out of the hoops. I can count them now and it's easy.

**Lesson 1 - Part 3**



**Learner Voice**

I'm going to match the things which look the same. I'm going to start at the bottom and then I can count up the way.

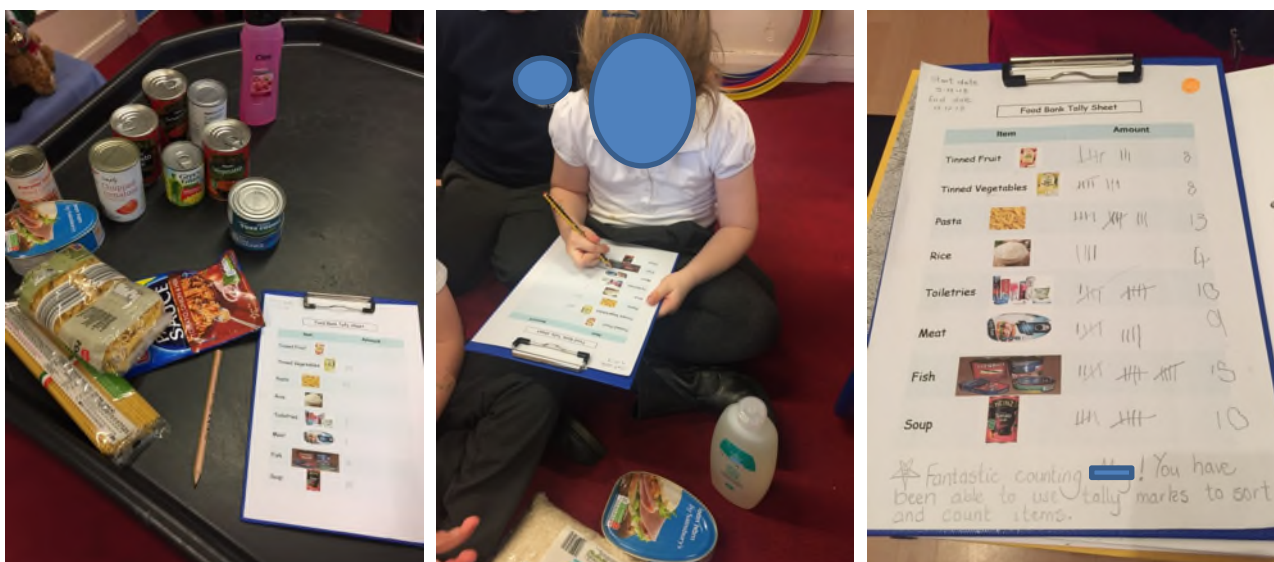


## MODERATION EVIDENCE 2019

LI - I am learning to display my information using tally marks.

SC - I can use tally marks to sort and count items.

### Lesson 3



### Learner Voice

I have to go ... 1, 2, 3, 4, line. This is like our shape hunt but we didn't do the line. I want to get faster at counting in 5s. We had lots of tins of tuna but not very much rice.