

**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	E153
Curriculum Area(s)	Numeracy and Mathematics
Level	Early
Stage(s)	P1

Experiences and Outcomes:

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

Learning Intentions:

- L.I. 1 We are learning to sort and describe a range of 2D shapes.
- L.I. 2 We are learning to create our own criteria for sorting shapes.
- L.I. 3 We are learning to design and create using a range of 2D shapes.

Success Criteria:

S.C. 1 I can identify and name the number of sides and corners of a range of 2D shapes.

S.C. chosen by teacher

S.C. 2 I can choose the criteria for sorting 2D shapes and I can say the reason for my choice.

S.C. chosen by teacher and criteria for sorting chosen by the children.

S.C. 3 I can create a model using different 2D shapes.

S.C. 4 I can design a picture using 2D shapes.

These S.C. were chosen by the children.

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**.

Children took turns to choose a shape from the feely bag and named and described the shape. They then discussed how we could sort and categorise the shapes. Children came up with categories which CT wrote onto a table on the board. Children sorted shapes into hoops based on their chosen categories. Children discussed and compared the results. Children used the shapes to make 2D models and pictures. Children applied their learning and demonstrated understanding of 2D shapes by going on a shape hunt and taking photographs of 2D shapes in the classroom on an I-pad.

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

Say:

- The names of a wide range of 2D shapes (**breadth**)
- How many corners and sides each shape has
- Any other criteria the children choose i.e. can the shape roll, etc. (**challenge**)

Make:

- A model using a range of 2D shapes (**challenge**)

Do:

- Sort shapes into hoops according to a range of criteria, chosen by the children (**breadth**)
- Create a picture using a range of shapes.
- Use I-pads to take photos of a range of 2D shapes in the environment (**application in a real life context**)

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

Feedback

- Feedback was given relating to the L.I. and S.C. Children were asked to reflect on the S.C. and consider whether they had met them. They concluded that they had, as they had identified a range of criteria, sorted shapes accurately into hoops and they could say why they had sorted each shape into which hoop.
- They also concluded that they had met S.C 3 and 4, as they had drawn and created pictures and models using a range of shapes.
- See evidence for more detail.

Next steps

- To investigate other 2D shapes, i.e. octagon.
- To create a 3D model using a wider range of shapes.
- To apply learning in other areas, for example creating models in the junk model zone.

Pupil Voice:

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

I learned that there are lots of shapes and that they are all different. I learned some new shapes, like trapezium and rhombus. A rhombus is like a diamond. We looked to see how different shapes fitted together and how many sides they had. I really liked creating pictures and models with the shapes. I would like to do more of this with shapes at the Creative Zone.

Did the learner successfully attain the outcomes?

YES

Photograph 1

	No. of sides	No. of corners	Are all sides the same length?	Do they tessellate?	Do they roll?
Circle	1	0	Y	N	Y
Rectangle	4	4	N	Y	N
Triangle	3	3	Y + N	Y	N
Trapezium	4	4	N	Y	N
Square	4	4	Y	Y	N
Diamond	4	4	Y	Y	N
Hexagon	6	6	Y	Y	N

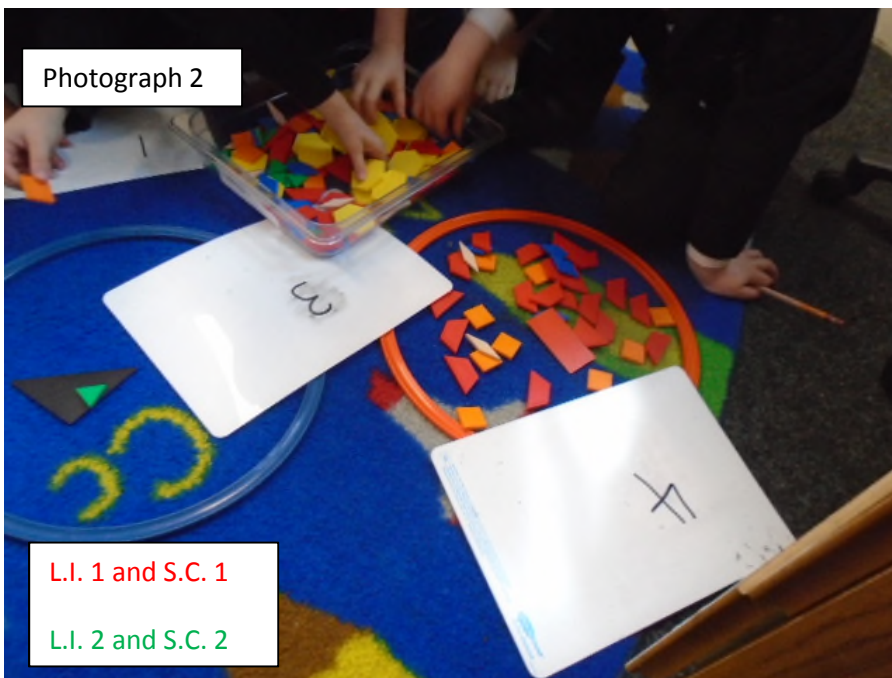
L.I. 2 and S.C. 2

Through discussion, children decided upon the criteria they would use to sort the shapes, which were then written into a table.

The trapezium, which was a new shape for most, inspired learner to propose the criteria 'are all sides the same length' because she correctly observed that on the trapezium they weren't the same.

Children discovered through exploration that some shapes fitted together neatly. CT introduced the vocabulary 'tessellate' and children decided to make this a criteria too.

Photograph 2



L.I. 1 and S.C. 1

L.I. 2 and S.C. 2

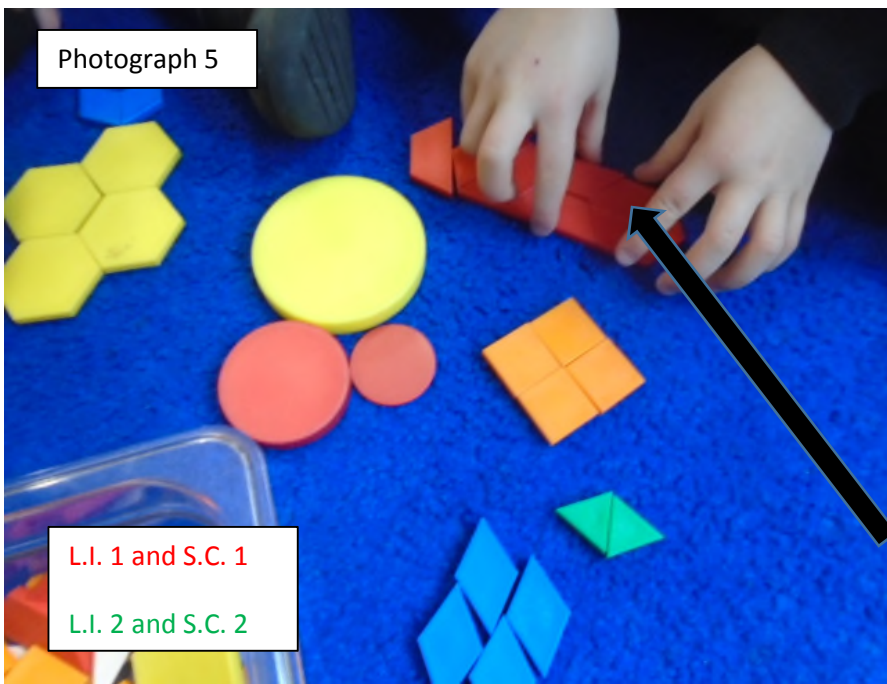
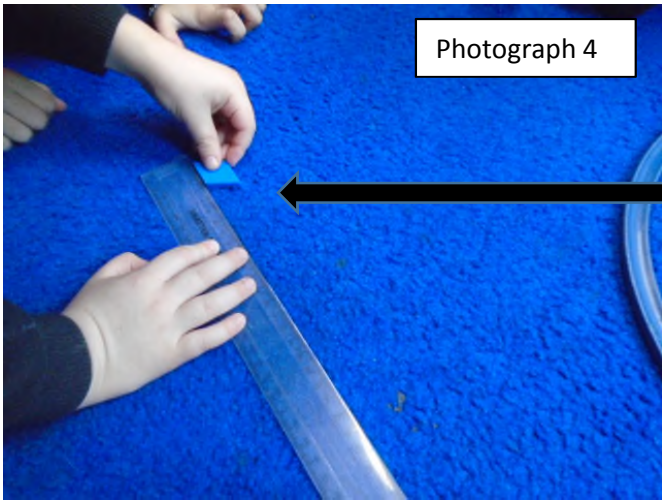
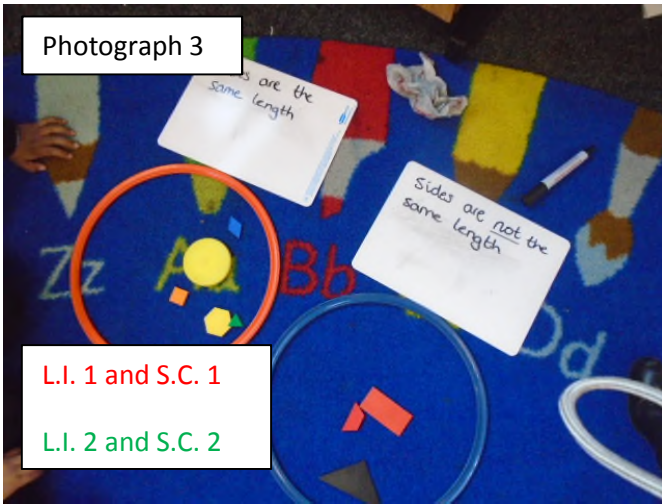
Children worked collaboratively to sort shapes into hoops according to their chosen criteria (see table above, photograph 1).

Photograph 2 shows the children sorting shapes by the number of sides.

Learner observed that "most shapes have the same number of sides as they do corners", showing a good level of understanding.

The children coped well with this task and successfully sorted all shapes without teacher assistance. One child thought that a circle had no sides.

Learner took a circle, ran her finger around the edge and said "Look, one side goes all the way around!" demonstrating her understanding.



Some of the shapes were easily identified as having the same length sides, however the rhombus and the triangle were trickier to sort.

CT: "is there any way we can check the length of the sides?"

Learner: "Oh, we can measure with a tape measure!"

Children used a ruler to check the length of the sides of the rhombus and the triangle. Observed that one of the triangles had sides the same length and one had different lengths.

They discovered that the rhombus was the same and they decided to use the ruler to check them all to be sure.

Learner: "The rhombus and the square are the same length! The rhombus is just like a square that's been squashed in."

Photograph 5

L.I. 1 and S.C. 1

L.I. 2 and S.C. 2

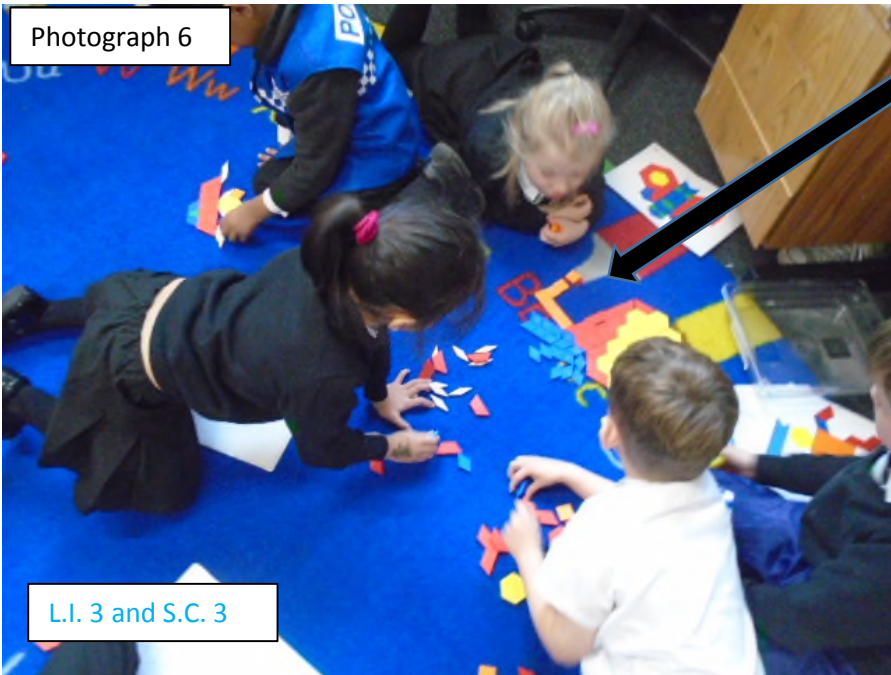
Photograph 4 shows the learner checking to see whether the shapes tessellate.

We made predictions first.

The learner thought that they all would tessellate except the circle "because it is round" and the trapezium "because the shorter length of one side will leave a gap."

She discovered that the trapezium actually could tessellate if the shapes were placed up then down, alternately.

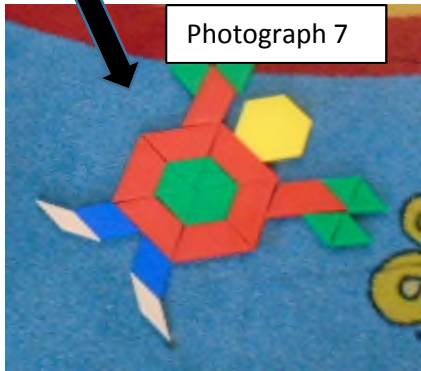
See photograph 1 for all results.



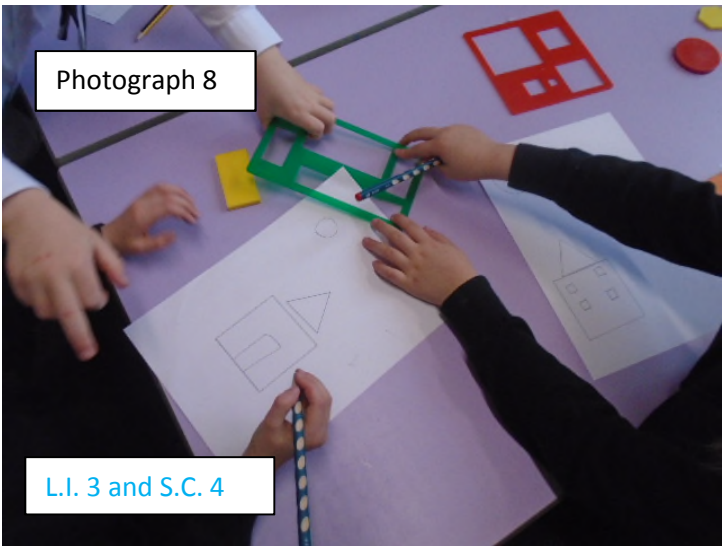
Photograph 6

L.I. 3 and S.C. 3

Photograph 6 shows the learner creating models from the shapes. There are picture cards for inspiration but they preferred to design their own models (see photograph 7)



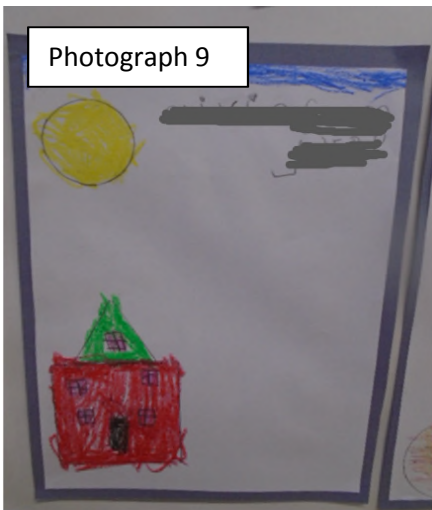
Photograph 7



Photograph 8

L.I. 3 and S.C. 4

Photograph 8 shows the learner using some shape stencils to create a picture.
Photograph 9 shows the finished drawing and the feedback given.



Photograph 9

★ Well done! You have successfully created a picture using some shapes.
✨ Next time, try using a wider range of shapes or some more complex shapes, such as the trapezium.

On the basis of the above evidence, it was concluded that the learner had a good understanding of shape and of how shapes can be categorised. She demonstrated challenge and creativity in her learning and she engaged enthusiastically with all of the tasks. It was judged that she had successfully met the standard.