

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	E32
Curriculum Area(s)	Numeracy and Maths
Level	Early
Stage(s)	Nursery

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

MNU 0-02a

**Learning Intentions:**

To gather information and display my findings.

To understand that numbers represent quantities.

**Success Criteria:**

*Please list SC and give brief detail on how learners were involved in their creation.*

***I can ask others what they like.***

***I can collect the data using a variety of methods.***

***I can show my information in three different ways.***

***I can count groups of objects accurately.***

***I can identify amounts as smaller and bigger or more and less.***

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**.

**Prior Knowledge** Children were interested in stories about favourite toys and that led to discussing which the playroom favourites were and how to find out.

**Activity 1** Gather and Display 2 choice survey - peg choice indicators. Learner asks others to peg a peg under photos to indicate which of two choices they favour. Learner counts pegs in each category and records totals.  
**Enjoyment, Challenge and Breadth**

**Activity 2** Gather and Display 3 choice survey - Block choice indicators, transfers to 3D bar graph representation. Children gather information from others by selecting a block and placing it under the choice they like from 3 choices. Bricks are then use to create a 3D block graph. **Challenge and Progression**

**Activity 3** Gather and Display 3 choice survey - tally marks using photographs and writing to collect and display data. Learner counts tallies in each category and records totals. **Progression and enjoyment**

**Activity 4** Pupil interprets data to identify most and least popular toys choose an area to survey that will feed back into nursery planning eg preferred types of toys for playroom. Children carry out survey using tally marks and then sort and display the information. All results of popular toys can feed back into planning and continuous provision. **Application and Choice**

**Challenge-** Each activity moves the learning on by building on the previous activity. Moving from a simple 2 choice survey with a concrete data collection, to a 3 choice survey which the learner identifies based on information gathered from the previous activity (also a concrete form of data collection), to a more abstract, complex data collection (tally marks).

**Breadth** - Exploring a variety of ways to collect and display data.

**Application of findings in real life-**Finding out the most popular toys in the nursery to feed it into planning and ensure they are available as part of regular activities or continuous provision ensuring learner engagement.

**Application of skills** - Counting group numbers, boys/girls, at Welcome Time; children counting children for games played in nursery to ensure equal teams; data gathering and counting skills also used when engaging with provocations around the playroom.

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

### **Say**

Learning Conversations throughout activities (discussions about data to be gathered, how to gather it, how to display it and interpreting it).

### **Write**

Adding votes made and writing totals.  
Tally mark data collection.

### **Make**

Different forms of displays eg 3D bar graph.

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 to the learner through discussion and reflection during the learning experiences.

**(See Feedback and annotations on evidence)**

**Next Steps** – At the end of activities 1 and 2 the next steps were discussed regarding what the learner wanted to survey next based on the information she had gathered and how we might represent the data in a different way. After activity 3 we discussed how we might interpret the data and agreed to look at all 3 displays and compare them. Finally, after activity 4 the next steps were how could we use the information that she had found out and if there were places she could use her new skills within the nursery.

### **Pupil Voice:**

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

#### **Learned**

What - **“Counting. It helped show what boys and girls liked”**

How - **“By doing things and asking questions”**

Skills - **“Counting”**

**Did the learner successfully attain the outcomes?**

**YES**

She was able to question other children to gather their opinions and used 3 different methods to gather this data. The learner was also able to display her data in three different ways. Finally, she interpreted the data, counting groups of data and recording the totals. She then identified larger numbers with ‘more’ or ‘bigger’ and fewer votes with ‘less’ or ‘smaller’. She used the information to identify favourite nursery toys. She also identified how we could apply the information to help ‘the ladies’ **“because they have the toys and they can put them out to play with.”** **“the ones the children like the best”**.

## Evidence including Feedback

### SC for Activities 1, 2 and 3

I can ask others what they like.

I can collect the data using a variety of methods.

I can show my information in three different ways.

I can count groups of objects accurately.

#### Activity 1

Learner asks other children which type of playroom toys do they like best. She has 2 categories of her choosing: - 1) plastic toys; 2) toys made from natural materials. Both sets of toys are of similar types. She asks others to clip a peg to show which they like best.



**Learner** - "Which toys do you like best?" (points to each category)

(When child answered...)

**Learner** - "Put a peg there." (pointing to appropriate side).



**Teacher** - "You are asking other children to choose between 2 types of toys and making a peg display to show the information you have collected. Super data gathering!"

*The learner asked other children what they liked between two different types of toys in the playroom. She showed them how to indicate their choice by putting a peg on the appropriate side of the board (sc - method 1). By doing this she created a simple concrete peg display showing an overall preference for natural material toys, which she identified herself (sc - information display 1).*

#### Activity 2

Learner asks other children which type of wooden toy they like best. She had 3 types 1) vehicles; 2) loose parts; 3) counting bricks and beads.



**Learner** - "What one do you like best?" (She points to each pot).

"Put a brick in the one with the picture you like."

**Teacher** - "You asked children to choose between 3 types of toys and you showed them how to make their vote using bricks and pots. You gathered lots of votes. Which do you think got the most votes?"

(After building towers with the bricks from each pot)

**Learner** - "That one." (pointing to the vehicles).



*The learner asked questions and collected information using a different concrete method to activity 1. Then she built a 3D bar graph with the bricks to display the information. She was then able to choose and photograph the toys she wanted to explore next time.*

### Activity 3

The learner asks other children to choose between 3 types of wooden vehicles by indicating which photo. She then records the choice using tally marks.



**Learner** - "Which toy do you like best?" (When the other child indicated their choice, the learner marked a tally under the correct picture).

**Teacher** - "You asked each child to choose their favourite toy and you marked their choice with a tally mark under the appropriate picture. Can you tell me the toy they liked the most?"

**Learner** - "They liked the plane most. It got most lines." (She had added up the total tally marks for each toy).

*The learner asked questions to collect, record and display data using a third method, Tally Marks. She added up the*

*total number of tally marks for each toy, recording it at the bottom of each column, and was able to identify which toy was the overall favourite toy.*

### Activity 4 - SC I can identify amounts as smaller and bigger or more and less.



3D bar graph

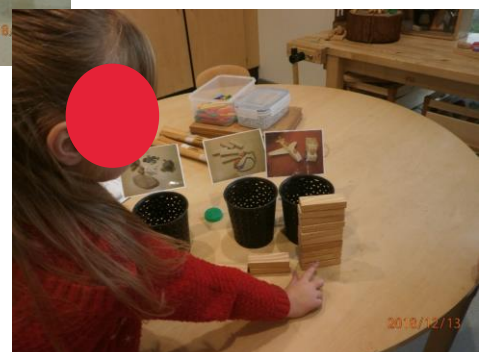
**Teacher** - "Which has the most votes?"

**Learner** - "This one. It has the most pegs."



**Teacher** - "Which has the smaller column?"  
.... "Which has the bigger column?"

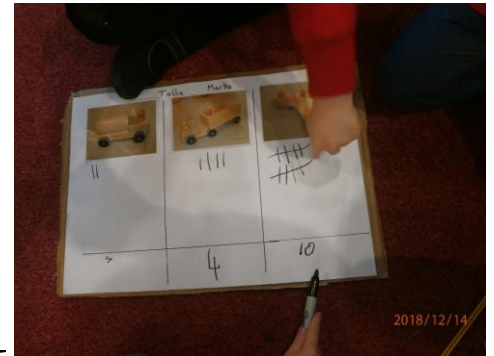
**Learner** - "This one" (each time she pointed to the correct column).





**Teacher** - "Can you show me which toy the children liked best?"

**Learner** points to the toy with most tally marks.



**Teacher** - "How do you know?"

**Learner** - "It has the more lines. It has ten"

**Teacher** - "What about the trucks?"

**Learner** - "They have less, four and two." (pointing)

**Teacher** - "You can tell me which toy had more votes and which had less votes in each display. You could also show me the bigger and smaller columns in our 3D bar graph. That is super learning!"

*The learner was able to identify which toy had been chosen the most and least number of times in each type of information display. In the 3D bar graph display, she also identified the bigger and smaller columns of bricks. The learner was able to draw conclusions from the results of her data gathering in each of the 3 display types. She reported that she liked the tally marks method the best.*