

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	E60
Curriculum Area(s)	Maths and Numeracy
Level	Early
Stage(s)	Primary 1

**Experiences and Outcomes:**

1. I can match objects, and sort using my own and others' criteria, sharing my ideas with others. **MNU 0-20b**
2. I can collect objects and ask questions to gather information, organising and displaying my findings in different ways. **MNU 0-20a**

**Learning Intentions:**

1. To sort objects using my own criteria
2. To gather information.
3. To organise and display my findings.

**Success Criteria:**

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

A provocation was introduced to the classroom, which included some objects to sort and a letter from Santa stating his problem. The letter was the opening instigator for the children to discuss their ideas of how they could be successful in helping Santa with his problem. The children were allowed to freely explore and discuss the resources, with lots of debate occurring as to the best way to sort the resources. The teacher then extended the children's discussions through questioning, this is when the success criteria was created. All of the following success criteria were set by the children.

1. I can sort the ribbons by size.
2. I can count how many ribbons are in a group.
3. I can write the name and number of ribbons in a group.

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**.

Within the Primary 1 classroom there were two Learning Zones available for the children to access. These were focused on the theme of helping Santa sort mixed up objects from his workshop. A letter demonstrated Santa's problem and details of the objects he would like to be sorted (ribbons and baubles). This also stated that he wanted the children's ideas of how to sort the resources.

The children have had prior knowledge of sorting and counting objects.

### **Learning Zone 1 – Ribbon Room**

When accessing these resources the children had to apply their sorting skills independently and were faced with the challenge of creating their own suitable categories for sorting. Children chose to do this in a variety of ways, applying what they had previously learned.

### **Learning Zone 2 – Wrapping Room**

This was an additional opportunity to apply these skills providing a breadth and depth of learning within the classroom. Different resources meant the children had to generate a wide range of criteria. Once again they were given the freedom to choose how to be successful in their learning.

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

**Say:** Observation of children playing together/questioning from the teacher (relevant sections of transcript provided.)

**Do:** photographs of children sorting the objects.

**Make/Write:** Children recording the information they had gathered in a way of their choosing.

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

#### **Learning Zone 1:**

“You have successfully sorted these objects using your own criteria. You have chosen to organise the ribbons by size and you have done this correctly. You successfully wrote the names for each group too to show which kind of ribbons were in each group. Well done! Next time you could count how many ribbons are in each group and record that information in some way.”

#### **Learning Zone 2:**

“You have successfully sorted the objects in a sensible way. I like how you organised the baubles by pattern first and then split those groups up into smaller categories. That was a good idea! You have also written how many objects are in each group this time. Well done! Next time maybe you could show your results in another way, like a pictogram.”

#### **Pupil Voice:**

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

“I have learned how to put things into groups by patterns or colours or sizes. I thought it was easy to split the things into groups and it was easy to write the names. I did good counting too!”

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

**YES**

### Experiences and Outcomes:

1. I can match objects, and sort using my own and others' criteria, sharing my ideas with others. **MNU 0-20b**
2. I can collect objects and ask questions to gather information, organising and displaying my findings in different ways. **MNU 0-20**

### Learning Intentions:

1. To sort objects using my own criteria.
2. To gather information.
3. To organise and display my findings.

### Success Criteria:

1. I can sort the ribbons by size.
2. I can count how many ribbons are in a group.
3. I can write the name and

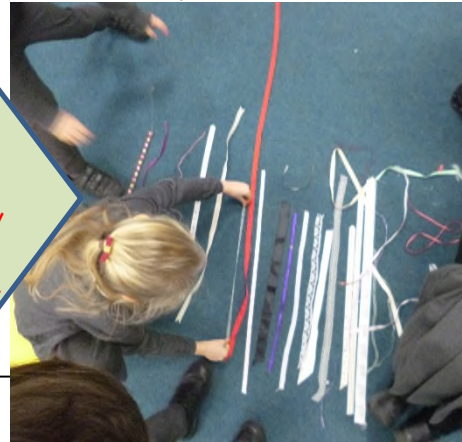
### Context for Learning:

Within the Primary 1 classroom there were two Learning Zones available for the children to access. These were focused on the theme of helping Santa sort mixed up objects from his workshop. A letter demonstrated Santa's problem and details of the objects he would like to be sorted (ribbons and baubles). This also stated that he wanted the children's ideas of how to sort the resources.

### Oral feedback provided by teacher:

"You have successfully sorted these objects using your own criteria. You have chosen to organise the ribbons by size and you have done this correctly. You successfully wrote the names for each group too to show which kind of ribbons were in each group. Well done! Next time you could count how many ribbons are in each group and record that information in some way."

Child 1 sorting the ribbons into different groups of long, short, fat and thin.



LI 1: To sort objects using my own criteria.



SC 1: I can sort the ribbons by size.

### Pupil Voice:

"I have learned how to put things into groups by patterns or colours or sizes. I thought it was easy to split the things into groups and it was easy to write the names. I did good counting too!"

Child 1 chose which group to put each ribbon into and wrote labels to show which criteria she had chosen.

LI 3: To organise and display my findings.



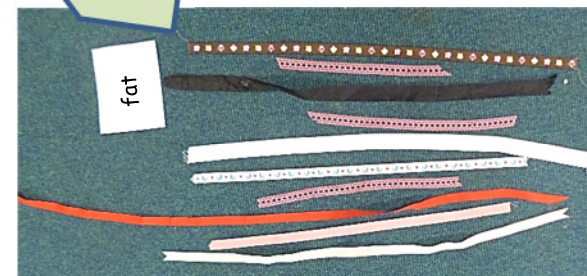
SC 1

SC 1

SC 1

SC 3: I can write the name of the ribbons in a group.

SC 3



Level: Early Level

Stage: Primary 1

### Evidence of Learning:

**Say:** Observation of children playing together/questioning from the teacher (relevant sections of transcript provided).

**Do:** photographs of children sorting the objects.

**Make/Write:** Children recording the information they had gathered in a way of their choosing.

### Learning Zone 1

#### TRANSCRIPT

Child 1: OK I think this is meant to be short. Let's make a short pile here. That's short too.  
Child 2: Is this one long?  
Child 1: Yes that's long! The long ones have to be at least half this size or bigger.  
Child 2: Ok, this is totally shorter.  
\*Child 2 and Child 3 start bringing ribbons to child 1 and ask her if they're short or long. She tells them where to put the ribbons.\*

#### QUESTIONING

Teacher: There's lots of long ones here. Could we split this group up?  
Child 1: Yeah there is lots of flowery ones. We could put all the flowery ones together in a group.  
Teacher: What about these ones? Could we group these in any other way?  
Child 1: Yeah, those ones are fatter and that one is slimmer.  
Teacher: How are you going to share your information?  
Child 1: We are going to write the names of the groups.  
\*Child 1 tells the other children to write the words long, short, fat and thin on paper. Then she lays the labels out with the correct group.\*

### Experiences and Outcomes:

1. I can match objects, and sort using my own and others' criteria, sharing my ideas with others. **MNU 0-20b**
2. I can collect objects and ask questions to gather information, organising and displaying my findings in different ways. **MNU 0-20**

### Learning Intentions:

1. To sort objects using my own criteria.
2. To gather information.
3. To organise and display my findings.

### Success Criteria:

1. I can sort the baubles by colour and/or pattern.
2. I can count how many baubles are in a group.
3. I can write the name and number of baubles in a group.

### Context for Learning:

Within the Primary 1 classroom there were two Learning Zones available for the children to access. These were focused on the theme of helping Santa sort mixed up objects from his workshop. A letter demonstrated Santa's problem and details of the objects he would like to be sorted (ribbons and baubles). This also stated that he wanted the children's ideas of how to sort the resources.

### Oral feedback provided by teacher:

"You have successfully sorted the objects in a sensible way. I like how you organised the baubles by pattern first and then split those groups up into smaller categories. That was a good idea! Next time maybe you could show your results in another way, like a pictogram."

Child 1 organising the baubles using her own criteria.

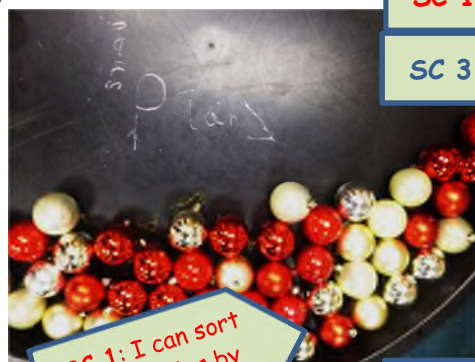


Child 1 removing each bauble from the tray to count how many were in each group.



SC 2: I can count how many baubles are in a group.

LI 1: To sort objects using my own criteria.



SC 1: I can sort the baubles by pattern.

SC 1

SC 3

SC 1

SC 2

### Pupil Voice:

"I have learned how to put things into groups by patterns or colours or sizes. I thought it was easy to split the things into groups and it was easy to write the names. I did good counting too!"

### Learning Zone 2

#### TRANSCRIPT

- Child 1: Let's put these baubles together because these are plain.  
Child 2: And these like this because they have sparkly bits on them.  
Child 1: We need to write down the words.  
"Child 1 goes and gets chalk and starts labelling the groups by writing with the chalk directly on the tuff tray. She hands the chalk to another child and they each take turns writing a name for each group."  
Child 1: Why don't we draw an arrow showing where each group is?  
"They draw arrows to each group."

#### QUESTIONING

- Teacher: How did you group them?  
Child 2: We didn't worry about the colours.  
Child 1: Yeah we did these groups - sparkly, patterned and plain.  
Teacher: This is a very big group. Could we do anything else to sort these more?  
Child 2: We could split up the colours.  
Child 1: We could take the reds out and put them in their own piles. Put the sparkly ones over here! This time to make the piles smaller we put them in groups like red, gold, silver, sparkly and patterned.  
Teacher: So how are you going to share the info with Santa?  
Child 1: We need to write down all the names and then count how many. I'll count the patterns.  
"She gets paper and writes 'patterns' on it and then counts each bobble by taking it out of the tray."

Level: Early Level

Stage: Primary 1

### Evidence of Learning:

**Say:** Observation of children playing together/questioning from the teacher (relevant sections of transcript provided).

**Do:** photographs of children sorting the objects.

**Make/Write:** Children recording the information they had gathered in a way of their choosing.

Child 1 writing the name and number of baubles in the group.



SC 3: I can write the name and number of baubles in a group.

