

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	E69
School Code	S
Curriculum Area(s)	Numeracy and Technologies
Level	Early
Stage(s)	Primary 1

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 explore software and use what I learn to solve problems and present my ideas, thoughts, or information.

TCH 0-03a

Learning Intentions:

Lesson 1

We are learning to use software to gather information.

We are learning to read and understand displayed information.

Lessons 2 - 4

We are learning to organise information and display information.

We are learning to read and understand displayed information.

Success Criteria:

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

Lesson 1

I can use Google Forms to vote for my favourite part of Noah's Ark.

I can name the most popular part of the story.

Lesson 2

I can use tally marks to show my group's favourite part of the story.

I can identify the most popular and least popular part of the story in my group.

Lesson 3

I can create a pictogram to show my group's favourite part of the story.

I can add a title to the pictogram.

I can read the information on the pictogram.

I can identify my group's favourite part of the story.

Lesson 4:

I can complete a shape pictogram using given information.

I can read the information on the pictogram to peer-assess.

** At the beginning of each lesson the children discussed with their heart partner how they felt they were going to be successful today. Some ideas and answers were shared and the key ones that related to the LI were chosen).*

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**.

During our RERC lessons the children have been learning about the story of Noah's Ark. This is the context for which these lessons are based.

Lesson 1

Recap on the story of Noah's ark and discuss the different events which occurred (e.g. the flood, the rainbow appearing). The children discuss with their heart partners their favourite part of the story. Compare if the children had similar opinions. The children will then vote for their favourite part of the story using Google Forms on a computer. As a class, we will compare the answers

looking at the data to see which parts were the most and least favourite. Discuss how the children worked out the most and least favourite part of the story.

(See evidence pictures 1-3)

Lesson 2

Use the information gathered on Google Forms to create a tally chart for each numeracy group. Discuss as a class what a tally chart is and what it is used for. Ask children to give examples of what we could use it for. Bring up completed Google Forms vote to remind children what part of the story they voted for. Work with each Numeracy group to complete a tally chart. Ask children to place their lollipop sticks, one at a time, beside the correct picture. Stop regularly to ask children 'Which part of the story is winning now?'. Ask children to count the totals and write the number of votes in the correct place. Peer-assess using thumbs that each child has counted the tally marks correctly. Compare the three maths groups – is there a different winner in each group? Praise each group for collecting and interpreting the information successfully.

(See evidence pictures 4-7)

Lesson 3

The children will have drawn a picture of their favourite part of the story. Use these pictures to help create the pictograph. Explain what a pictograph is. Can the children draw similarities and differences between pictographs and tally charts? Reinforce these are all ways of collecting information. Work with each numeracy group again to convert the tally chart into a pictograph. Explain briefly about the axis – pictures of the different parts of the story will already be at the x axis. Ask the children if they know what would go along the y axis. Have the children lay out the numbers. Discuss where they will place their pictures of their favourite part on the pictograph. Ask the children to think of a title for the graph. The children will then place their vote in the right place. Discuss which part of the story is the favourite in this group. Praise the children for placing and interpreting the information successfully.

(See evidence pictures 8-11)

Lesson 4

Children will complete a follow up task to demonstrate their knowledge of pictographs. They will complete a shape pictograph using the information given. They should be able to count each shape and transfer that information onto the graph. They will then peer-assess a friend's work using traffic lights further demonstrating their understanding.

(See evidence pictures 12-14)

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

Lesson 1 (See evidence pictures 1-3)

Do: Use Google Forms to vote for your favourite part of Noah's Ark.

Say: Identify the most popular part of the story using the information from the vote.

Lesson 2 (See evidence pictures 4-7)

Say: Explain what a tally chart is used for.

Do: Collect information for a tally chart.

Do: Peer-assess that the totals match the number of tally marks.

Lesson 3 (See evidence pictures 8-11)

Say: Explain what a pictograph is used for.

Do: Display information on a pictograph.

Say: Identify the most and least popular part of Noah's Ark within your group.

Lesson 4 (See evidence pictures 12-14)

Write: Complete the shape pictograph using the information given.

Do: Peer-assess shape pictograph using traffic lights.

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

Lesson 1:

Teacher Voice: Good job! You have successfully used Google Forms to vote for your favourite part of Noah's Ark. Can you name the most popular part of the story?

Child A's Voice: I am good at using the Google classrooms. I liked voting. The most popular was building the ark – it got 7 votes which was the most.

Lesson 2:

Teacher Voice: Well done, you have used tally marks to show your group's favourite part of the story. I wonder if you can tell me what tally charts are used for?

Child A's Voice: You can use to collect information about anything! Could be our favourite sweets. Today we used a tally chart to collect information about our favourite part of Noah's Ark. Me and Alfie voted for the same part of the story so we put our tally marks in the same place. I got to write the total for when the rainbow appeared. I just counted the lollipop sticks to give me the answer.

Lesson 3:

Teacher Voice: Well done you have successfully created a pictograph, you should feel proud. You have put all of the numbers in the correct place and placed your vote above the correct picture. I like the title you have given it. It tells me exactly what this pictograph is all about.

Child A's Voice: It looks so good! I like using all of our drawings. The most popular part in the story was when the rainbow appeared – it had the most pictures on the pictograph.

Lesson 4:

Teacher Voice: Nice work. You have completed the shape pictograph correctly and you did it independently. Well done! I see Alfie has given you a green traffic light as well. He must agree with me.

Child A's Voice: I counted all of the shapes to make sure I had got it right. Alfie got a green traffic light too.

Next Steps

Lesson 1:

Teacher Voice: Think about what else we could use Google Forms to vote for.

Child A's Voice: I liked seeing what my friends voted for. It was easy too, just press the circle beside your favourite part. Maybe we could use it to vote for our favourite lunch in school.

Lesson 2:

Teacher Voice: I would like you to complete a tally chart independently next time.

Child A's Voice: I would like to make my own tally chart about my friends' Christmas presents.

Lesson 3:

Teacher Voice: I would like you to try and read the information from a different pictograph independently.

Child A's Voice: Maybe I could make a pictograph using higher numbers.

Lesson 4:

Teacher Voice: This is very good work. You have read the information from a different pictograph independently. I think you are now able to complete a pictograph with higher numbers.

Child A's Voice: I know I am good at filling out pictographs. I want to do more of them! I like to correct my friend's work like I am the teacher. I want to do that again too.

Pupil Voice:

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

Teacher's Voice: 'What have you learned?'

Pupil's Voice: 'Today I learned to vote using Google Forms. I learned what was the most popular part of Noah's Ark.'

Teacher's Voice: 'I wonder how you worked that out'

Pupil's Voice: 'I looked at the numbers on the computer and chose the highest number'.

Teacher's Voice: 'How did you learn?'

Pupil's Voice: 'We used lollipop sticks as tally marks to complete the chart. We had already voted for our favourite part of Noah's Ark so we just put our lollipop sticks next to the picture that matched our favourite part.'

Teacher's Voice: 'I wonder if you know what we use tally charts for?'

Pupil's Voice: 'Today we used a tally chart to show our favourite part of Noah's Ark but you can use them to show votes for anything.'

Teacher's Voice: 'How easy was it to see which part of the story was the most or least popular?'

Pupil's Voice: 'It was so easy! I just counted the lollipop sticks to see what had the most votes.'

Teacher's Voice: 'What skills did you develop?'**Lesson 1:**

Pupil's Voice: 'Using Google Forms on the computer to vote for our favourite part of Noah's Ark. I helped show Adam how to do it.'

Lesson 2:

Pupil's Voice: 'I learned how to use tally charts. I'd never used them before, but I know what to do now. A tally is just a little line. Then you count all of the tally marks to see what got the most votes. I did a 'thumbs up' because we counted all of the tally marks correctly.'

Lesson 3:

Pupil's Voice: 'I used a pictograph. Actually, I made it with my friends using all of our Noah's Ark pictures. 'We got to put out the numbers and give it a name. Then we got to put our vote in the right place.'

Lesson 4:

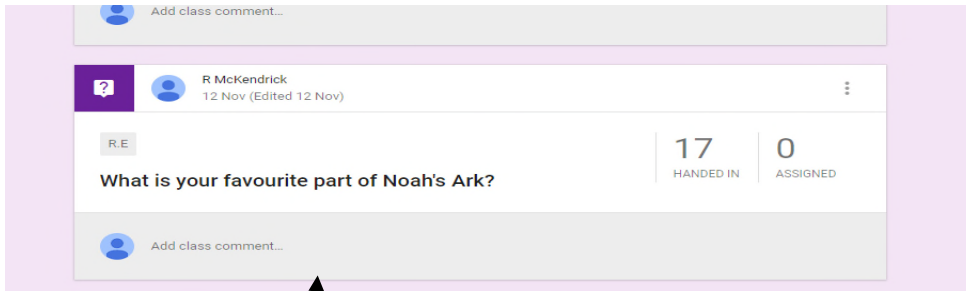
Pupil's Voice: 'I completed the pictograph independently. I counted the shapes and put them in the correct place. All of the triangles went together, all of the circles and all of the squares.'

'I liked being the teacher correcting Alfie's work. I counted to make sure he had the right number of shapes. He got a green traffic light. Green means he got it all right.'

Did the learner successfully attain the outcomes?

YES/NO

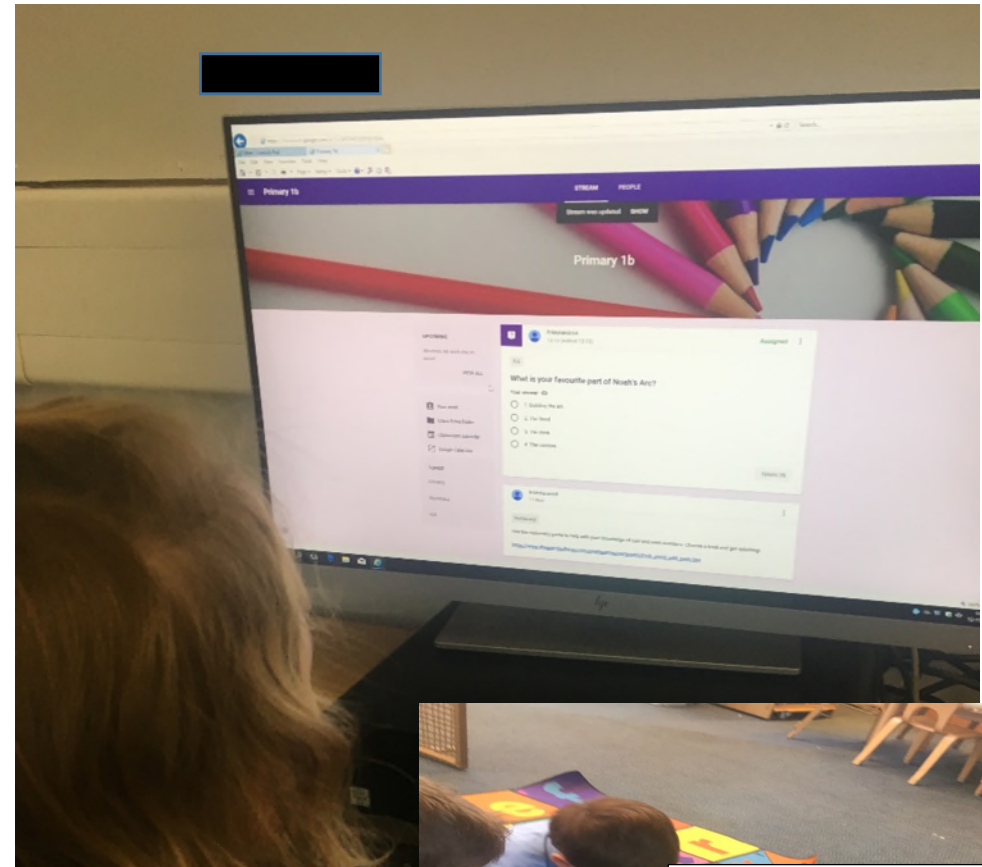
Lesson 1 - Evidence Pictures 1-3



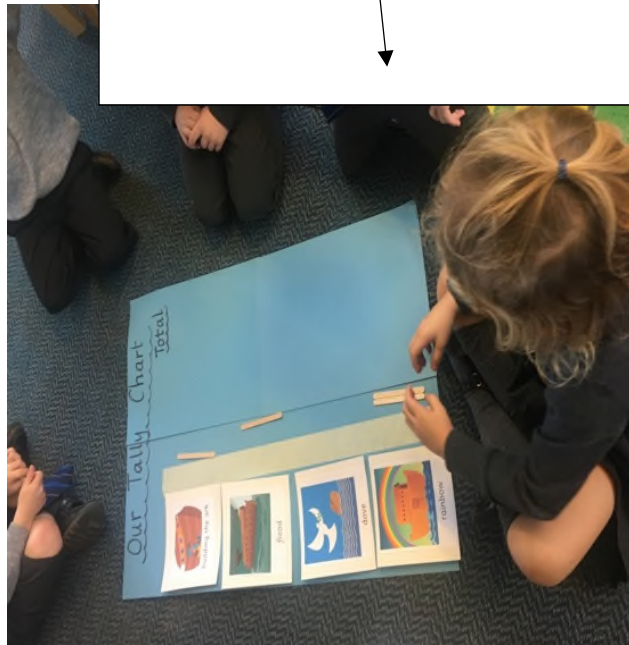
Setting the vote

Voting using Google Forms on the computer

Interpreting the data



Lesson 2 - Evidence Pictures



What is your favourite part of Noah's Ark?

17 HANDED IN | 0 ASSIGNED

- 1. Building the ark
- 2. The flood
- 3. The dove
- 4. The rainbow

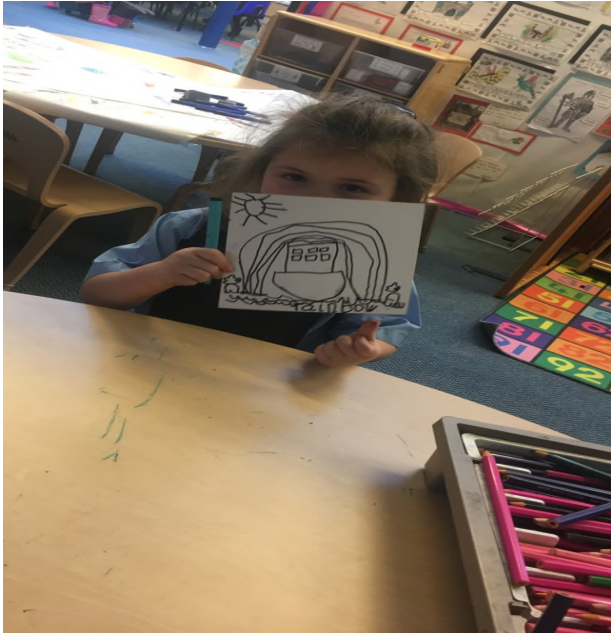
Putting the lollipop sticks down on the tally chart to cast their vote based on Google Forms information.

Interpreting the data – writing the tally mark totals.

4-7



Lesson 3 - Evidence Pictures 8-11



Creating the pictures for the pictograph.



Using knowledge of the layout of a pictograph to place their pictures in the correct place.



Becoming familiar with the layout of a pictograph, taking it in turns to put out the numbers along the y axis.



Lesson 4 – Evidence Pictures 12-14



Completing the shape pictograph independently.

Counting the number of shapes as they peer-assess.

Colouring the traffic light green as their friend filled in the pictograph successfully.