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	E72
Curriculum Area(s)	Mathematics and Numeracy
Level	Early
Stage(s)	Primary 1

Experiences and Outcomes:

- <u>I can collect objects</u> and ask questions to <u>gather information, organising and displaying my findings in different ways. MNU 0-20a</u>

- I can match objects, and sort using my own and others' criteria, sharing my ideas with others. MNU 0-20b

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Learning Intentions:

- To sort a range of objects in different ways.
- To show my findings in different ways.
- To find information in graphs and pictograms.

Success Criteria:

In my classroom I explain the activities and then ask the children what they will have to do to be successful as a way of introducing them to constructing their own success criteria. The success below is in the words given by the children.

Mathematics and Numeracy (Lesson 1 – Sorting):
(From children)
- Sort objects in the classroom.
(From teacher)
- To sort different objects into our own groups
- To sort objects into groups that the teacher gives us.
- Explain how we have sorted the objects.

Mathematics and Numeracy (Lesson 2 - Pictograms):
(From children)
- Create our own pictograms in the classroom by asking people questions to find out information.
- Be able to count the pictures to find the total.
- Give information to help create a class pictogram about our favourite fruit.
(Added by class teacher)

-   Explain what a pictogram is and why we use them.
-   Identify information from a pictogram.

Mathematics and Numeracy (Lesson 3 – Bar Graphs):
(From children)
- Show how many bowling pins we knocked down on our bar graph
- Create your own bar graph (favourite colour, favourite fruit and favourite fish)
- Say what a bar graph is
- Read the number on the bar graph for the information.
(Added by class teacher)
-   Explain why we use bar graphs.

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**.

Lesson 1 – As a class we discussed what it means to sort objects and the different ways we can sort objects (examples given by the class such as colour, size, shape, feel etc.). The children gave examples of different objects they could use in the classroom to complete a sorting activity and explained how they would sort the objects. This demonstrated them **applying** their knowledge of sorting objects based on different criteria as they came up with a range of answers. During the lesson the children carried out their own sorting activity using their own specific criteria which enabled **breadth** in the lesson. I ensured that there was **challenge** by leaving out sorting activities with labelled trays so the children had to meet the criteria set by me.

Lesson 2 – Following on from sorting a range of objects we looked at an example pictogram about favourite fruit and discussed the reason why we use pictograms: to show information. The class then made a 'human pictogram'. This allowed the children to bridge the learning between concrete materials and pictorial representations. I then introduced the class to the idea of a picture or image being used in a pictogram instead of an actual object. This facilitated progression from concrete to pictorial when creating our class pictogram about our favourite fruit. The children were able to find the total number for each fruit on the class pictogram allowing them to **apply** their knowledge and understanding of using a pictogram to display information. During free play the class further **applied** their knowledge and understanding by creating their own pictograms which enabled **breath** within the lesson. Blank pictograms were left out by me in order to provide **challenge** for the children.

Lesson 3 - Following on from pictograms we looked at bar graphs to show there are different ways to display information. The children were able to identify that bar graphs used coloured squares to show information instead of pictures. As a class we looked at an example bar graph and read the information from it. The class were able to count the number of squares for each piece of fruit to determine the total. This allowed me to see them **applying** their knowledge of how to obtain information from a graph. The children were asked to have a go at bowling and then enter their score into the class bar graph on the whiteboard. This allowed them to identify how many people knocked down each number of pins as they could count the post it notes enabling **breadth** within the lesson. As an independent task I asked the children to complete a bar graph by asking their peers what their favourite colour was,

and then to input this into their bar graph template. To provide **challenge** I sat with individuals and asked them to blindly choose an animal from a hat. The animals were all different colours therefore the children had to understand that they were sorting by animal and not by colouring, which they previously had done.

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

Make: Range of sorting activities (both child and teacher led) including animal sorting game on interactive whiteboard, sorting trays and bears in tuff tray.

Do: Work as a class to create a human pictogram showing our favourite type of fruit.
- Add the image of your favourite fruit to a class pictogram.
- Create own bar graph and pictogram.

Say:
- What a bar graph is.
- Explain why we use bar graphs and pictograms.
- Find information in pictogram and bar graphs (answering teacher's questions)

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

See pupil and teacher voice on annotated evidence.

Pupil Voice:
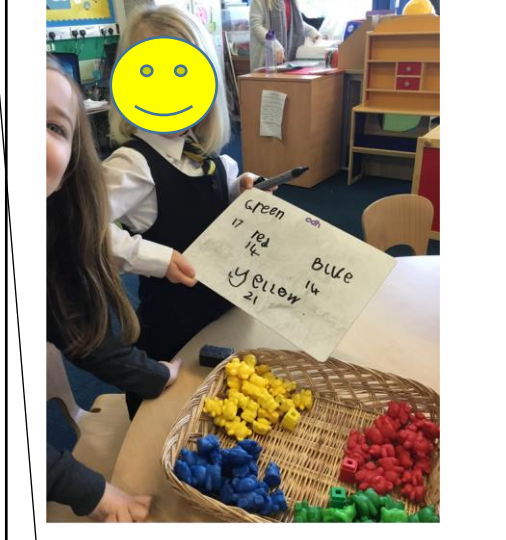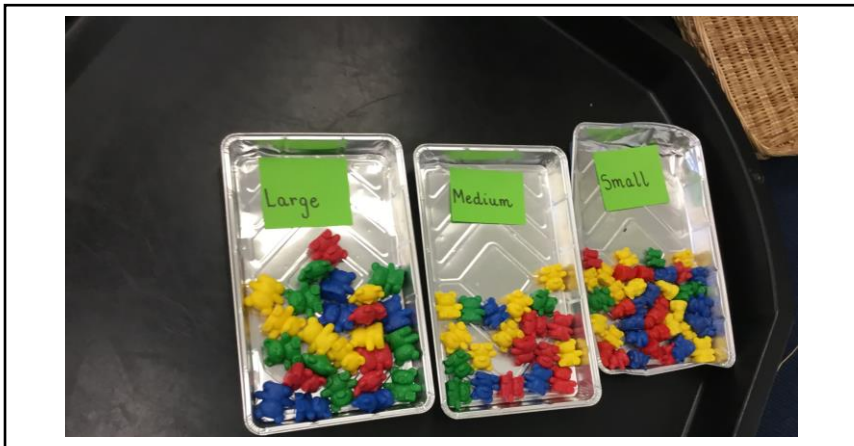What have you learned? How did you learn? What skills have you developed?

See pupil and teacher voice on annotated evidence.

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

Early Level	Lesson number 1		
Evidence of learning			
<u>SAY</u>	<u>MAKE</u>	WRITE	<u>DO</u>

Teacher Voice

Child A was asked to independently sort the coloured bears by size and place them into the correct tray. She was able to correctly distinguish between the three different sizes as she placed all of the coloured bears into the correct trays. During child led play child A continued to apply her sorting and pictogram knowledge and skills in other activities which can be seen in the photos provided. In the plenary I told the children we would learn a new way of sorting objects called a pictogram as their next step.
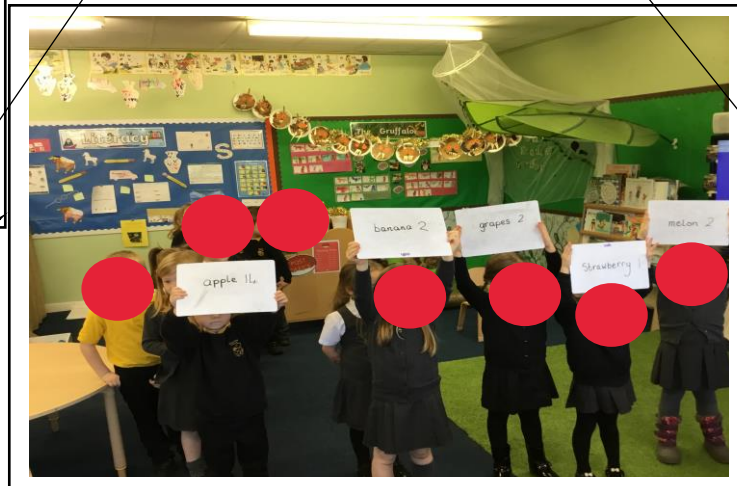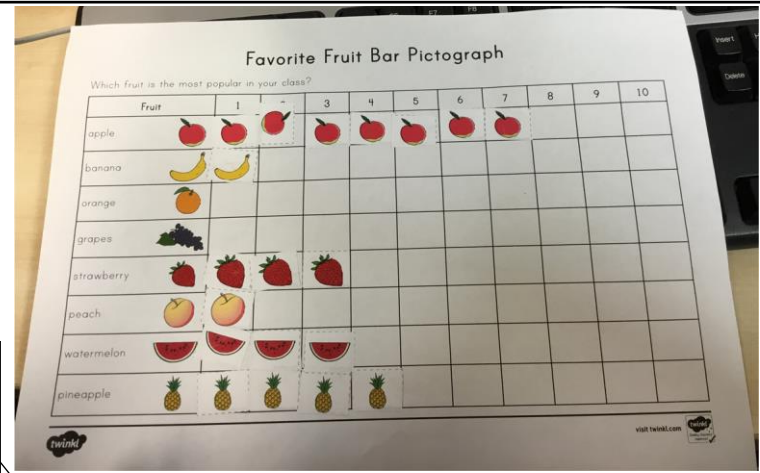

Pupil voice

'I put the bears into house colours and then counted how many of each. The yellow house was the biggest house because they were the biggest pile. I was using bears and the pegs to show people's favourite colours. In the sorting game I had to sort the animals on the board with patterns into one box and animals with no patterns into another.'

Early Level		Lesson number 2	
Evidence of learning			
SAY	**MAKE**	WRITE	**DO**

Eye Colour Survey Pictogram

Favorite Fruit Bar Pictograph
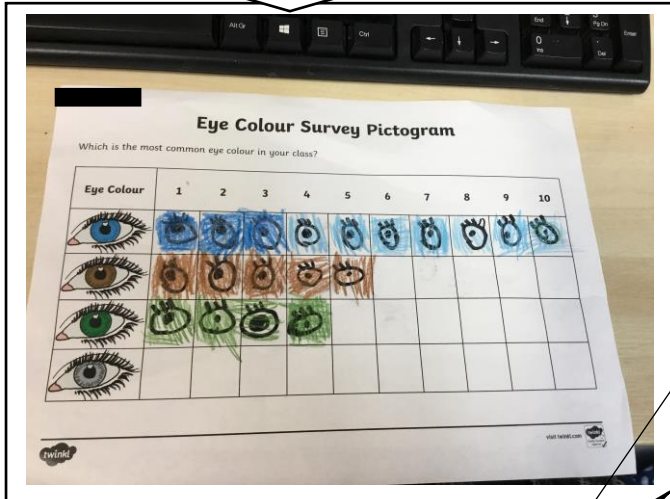
Pupil voice

'A pictogram is to give you information. You count the pictures to find the number. I looked to see what colour people's eyes were. There were no grey eyes but there was more blue.

Teacher voice

Child A was able to say that 2 people liked bananas and 1 person liked strawberries. She noticed that apple was the most popular fruit.
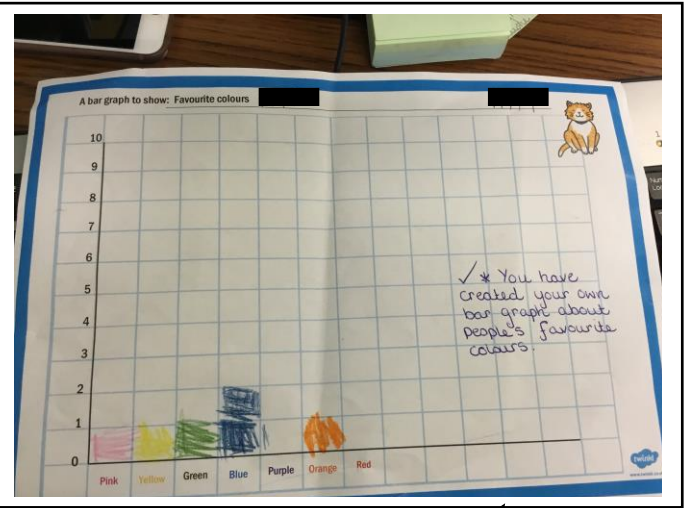
Pupil voice

'We had to see what the most popular fruit. Apple was the most popular because you can see how long the line is.'

Teacher voice

Child A was able to add her own favourite fruit to the pictogram. When asked she was able to tell me how many people liked each type of fruit and correctly identify that apple was the most favourite and oranges and grapes were the least favourite. This allowed me to see that the child was able to identify the information within the pictogram. When giving the child feedback I told her that it might be a good idea to use what she had learned to make a pictogram about houses as this is our IDL topic.

Early Level		Lesson number 2	
Evidence of learning			
SAY	**MAKE**	WRITE	**DO**

A bar graph to show: Favourite colours

✓ * You have created your own bar graph about people's favourite colours.

Pink Yellow Green Blue Purple Orange Red

A bar graph to show: Animals picked from a bag
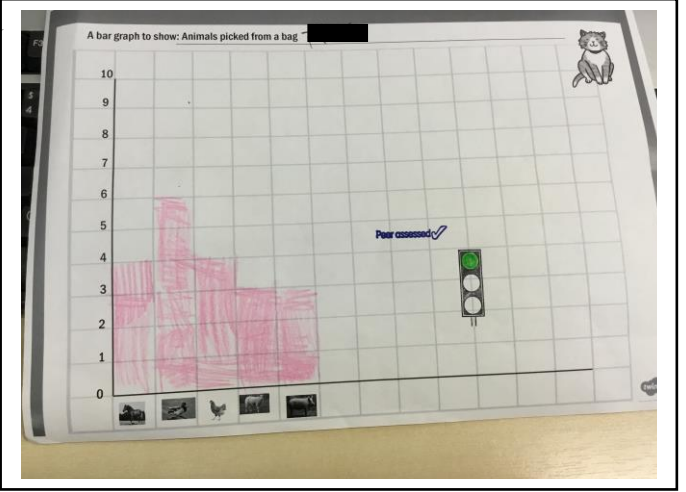
Peer assessed ✓

Pupil Voice

'I asked people their favourite colour and then coloured in the square. Blue was the most favourite as 2 people liked blue.'

Pupil Voice

'A bar graph uses squares to show information. It uses colours. You can find out the number by counting how many boxes are coloured in above the picture. Duck was the most popular animal chosen and sheep and pig were the least popular as I only choose them 3 times.'
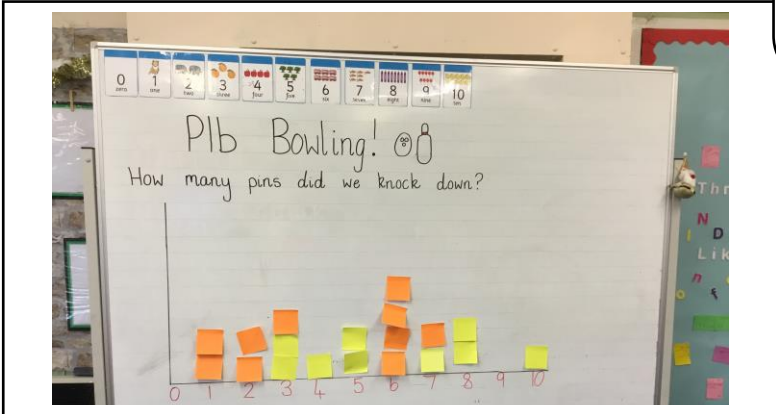
Teacher Voice

Child A created her own bar graph to show the class' favourite colour. She collected the information by asking her peers a question and then put the information into her bar graph. She was able to correctly identify that the most popular favourite colour within her group was blue.

Teacher Voice

The child's work was peer assessed using the success criteria. Next steps were share with the child. Next time I will give her a worksheet where she is sorting by a different criteria that is not colour where she will present her findings in a bar graph.

Plb Bowling! 🎳
How many pins did we knock down?

Teacher Voice

The class worked as a team to create a bar graph to show how many people knocked down each number of pins when bowling. When child A was asked how many children knocked down 6 pins she was able to apply her knowledge of bar graphs and count the number of orange squares above 6 to find the total.