

**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	F103
Curriculum Area(s)	Numeracy and Maths
Level	First Level
Stage(s)	Primary 4

Experiences and Outcomes:

I have explored a variety of ways in which data is presented and can ask and answer questions about the information it contains. MNU 1-20a

Using technology and other methods, I can display data simply, clearly and accurately by creating tables, charts and diagrams, using simple labelling and scale. MTH 1-21a

Learning Intentions:

1. LI: To explore a variety of data.
2. LI: To use technology to display data.

Success Criteria:

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

1. SC: I can ask and answer questions on a variety of information and data.
1. SC: I can record my findings in a suitable format.
2. SC: I can use Word Excel to create a table, chart or diagram.
2. SC: I can correctly label my table, chart or diagram.

Learning intentions were shared with children at the start of both lessons. Children then helped construct the success criteria after an outline of the lessons were discussed. Two children were then selected to write the success criteria on the board to share with the class.

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 have been learning about the needs and want of people and animals through the topic of Charities. A part of this learning experience was voting for a certain charity to conduct more research on and to raise money for. As such, the children decided to concentrate on the SSPCA charity. The children were keen to study different facts and figures such as, how many animals were rescued by the charity. As such they were provided with 'Animals rescued' figures from the years 2016 and 2017, along with other information about the charity (See Appendix 1). The children were asked questions about the information and were decided to create a table to collate their findings. Following on from this lesson, the children used Word Excel and decided to create a bar chart to display and their information.

* Prior to displaying their data in I.C.T, children were shown how to use Excel to present data. The class also discussed why different forms of tables, charts etc. were more appropriate to use to display different forms of information.

Breadth - Children experienced a breadth of learning by looking at a variety of facts and statistics associated with the SSPCA. Prior to this, the children studied different charities and analysed the important role charities play in our society.

Challenge - Children were given the choice of what information to study and how to display this information. The children were also challenged by how they chose to display their information using Microsoft Excel. Children who were more confident using Excel chose more difficult diagrams to display their data on.

Application – Children used their findings and applied this to create a bar chart which represented information more clearly.

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

Say: Discuss information and data with a partner and teacher

- Answer questions provided by teacher on board
- Ask and answer questions with partner

Make: Display information once discussed (e.g. written table)

Write: Information and key findings (Information in the table)

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

* See Evidence Sheet

Pupil Voice:

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

1. *A part of the discussion between Child A and B when exploring information.*

Child A "There is lots of information here".

Child B "I want to look at animals rescued".

Child A "Why is there two animals rescued sheets?"

Teacher "These are figures from 2016 and 2017".

Child A "Let's look at the two years and see if they are different".

Child B "What year were more dogs saved?"

Child A "2016, so there was less last year".

Teacher "You could say there was a greater amount of dogs saved in 2016 compared with 2017".

Child A "Yeah a greater amount, why did that happen?"

Teacher "That is something we could research further in I.C.T"

Child A "Was there more cats rescued in 2017?"

Child B "Yes there was, let's work out how many more"

Child A "I can work this out, there was 9 more"

After the children have completed the table they discuss how they can extent their findings.

Child B "I wonder what the difference is in all of the animals rescued for both the years?"

Child A "It doesn't tell us that on the sheets".

Teacher "Do you think you could work it out?"

Child B "Oh, we could add all the animals together from each year"

The children decide to use a calculator to work out their totals (See Appendix 5).

Child A "In 2016 there was 1262 animals rescued and in 2017 there was 1063 animals rescued".

Child B "How many more is that?"

Teacher "How could you work out the difference?"

Child A "By taking away 2017 from 2016"

Child B decides to work out the calculation on a white board "There was 199 more animals rescued in 2016, that's a lot more".

2. In reference to how the children learned.

Child A "We looked at lots of different information, some of it was from a pie chart. I enjoyed looking at all the information because it was interesting and I love animals. After we looked at all the information we decided to really look at the rescued animals numbers. Then we put all the number in a table, it was easier to see the difference in our table. We had to compare the animals each year and we wrote it underneath our table. We also did a calculation to see in what year more animals were rescued."

" In I.C.T we used Excel to put in all the information from our table. It was tricky to try and put it into the right boxes. When we figured out how to put the information in correctly we decided to make a bar chart. It took a while to label our axis. The next time I want to use Excel to make a scatter graph".

3. In reference to using technology to display data.

"

Did the learner successfully attain the outcomes?

YES

Experiences and Outcomes:

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Using technology and other methods, I can display data simply, clearly and accurately by creating tables, charts and diagrams, using simple labelling and scale. **MTH 1-21a**

Context for Learning –

Topic – Charities (SSPCA)

Children have been learning about the needs and want of people and animals through the topic of Charities. A part of this learning experience was voting for a certain charity to conduct more research on and to raise money for. As such, the children decided to concentrate on the SSPCA charity. The children were keen to study different facts and figures such as, how many animals were rescued by the charity. As such they were provided with 'Animals rescued' figures from the years 2016 and 2017, along with other information about the charity (See Appendix 1). The children were asked questions about the information and decided to create a table to collate their findings. Following on from this lesson, the children used Microsoft Excel and decided to create bar chart to display their

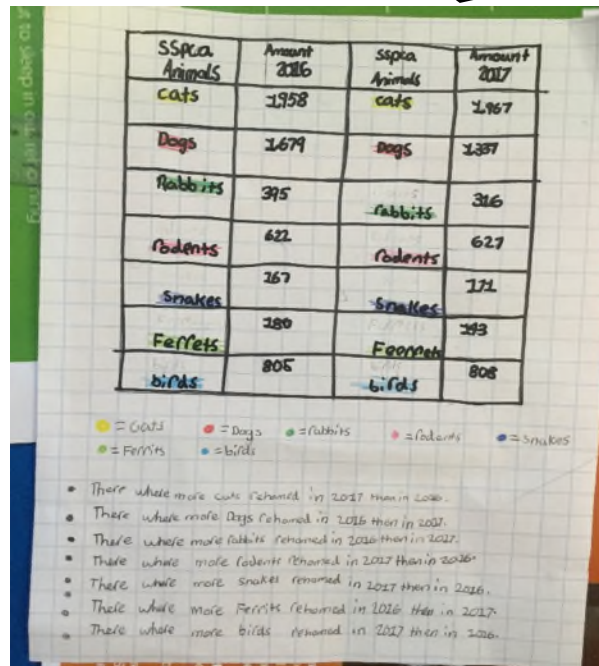
LI & SC:

- LI: To **explore** a variety of data.
- LI: To **use technology** to display data.
- SC: I can **ask and answer** questions on a variety of information and data.
- SC: I can **record** my findings in a suitable format.
- SC: I can **use** Microsoft Excel to create a table, chart or diagram.
- SC: I can correctly **label** my table, chart or diagram.

Pupil Voice

"We chose to look at the animals rescued information because it made us happy to see how many animals the SSPCA has helped. It was my idea to make a table so we could compare both the years. Me and my partner talked lots about the information and even managed to answer all the questions on the board. I enjoyed choosing how to display my information in I.C.T and liked making my bar chart different colours."

Pupils decided to create a table to organise their information and to compare figures.



Level: First Level

Stage: Primary 4

Evidence of Learning:

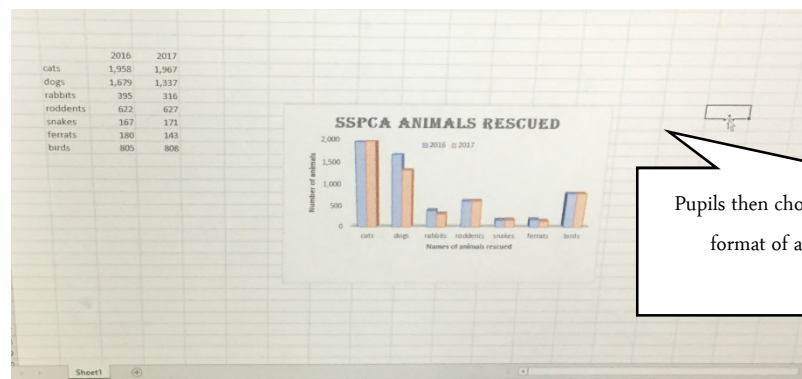
Make: Table and Bar Chart

Say: Discuss information

Teacher feedback:

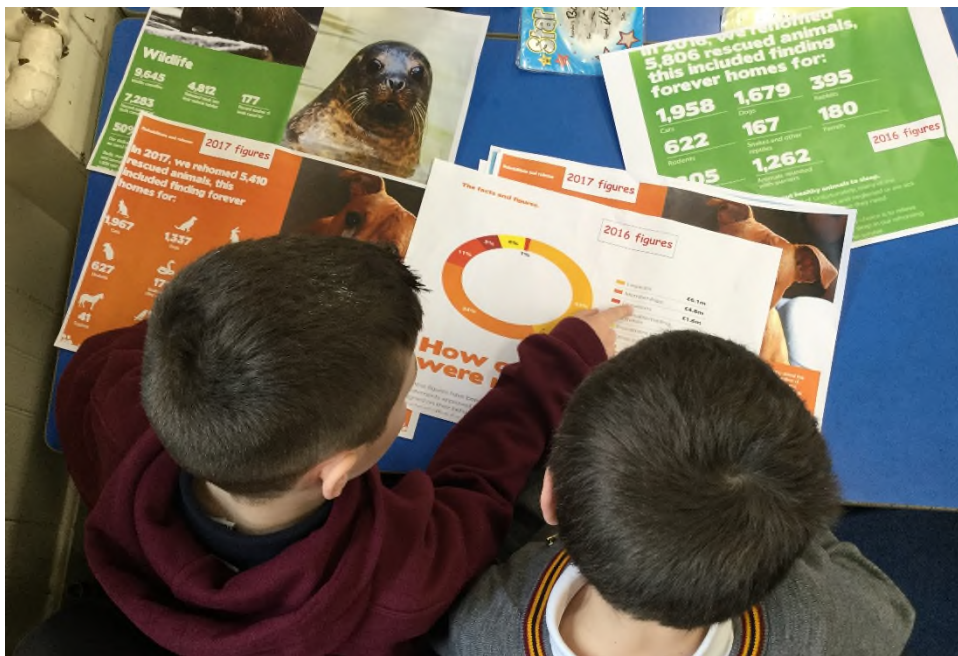
"Well done, you answered and asked a variety of questions about the information you were studying (See Appendix 2). You also created a very clear table in which you could compare your data on. Using this table in I.C.T, you then created a bar chart which also compared your figures (See Appendix 3). You managed to clearly label your X and Y axis."

Next Steps: Use technology and other methods to display data in a variety of ways e.g. a diagram or pie chart.



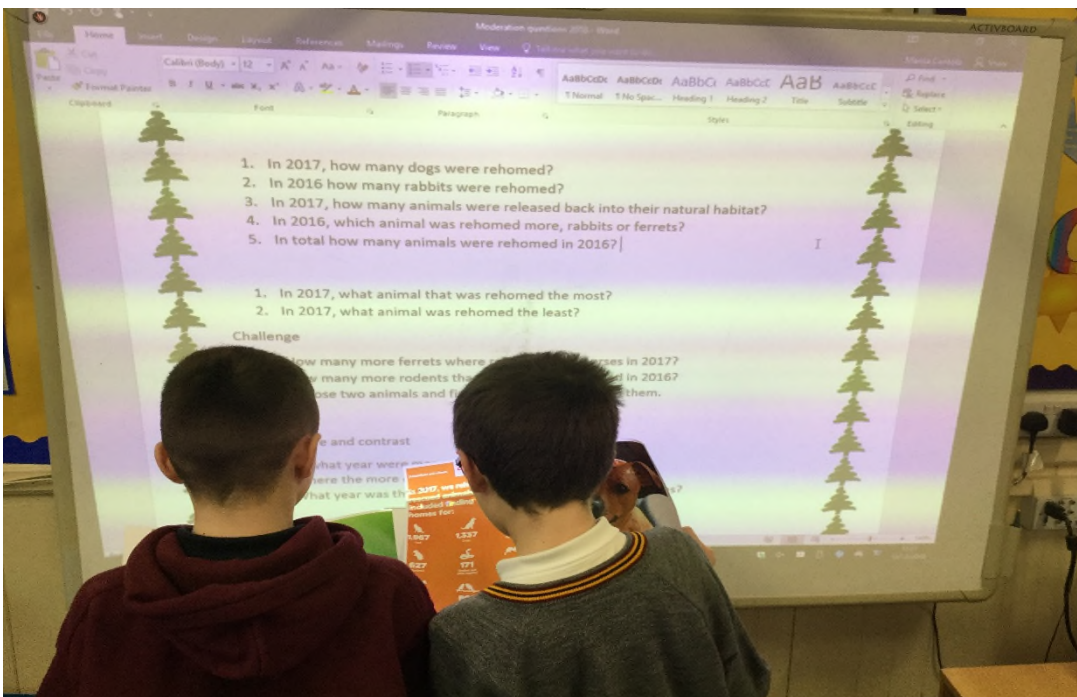
Pupils then chose to display their findings in the format of a bar chart using Word Excel.

Appendix 1



A variety of information was provided to the children about the SSPCA Charity. These children decided to concentrate on the 'Animals Rescued' figures from 2016 and 2017.

Appendix 2



Appendix 2

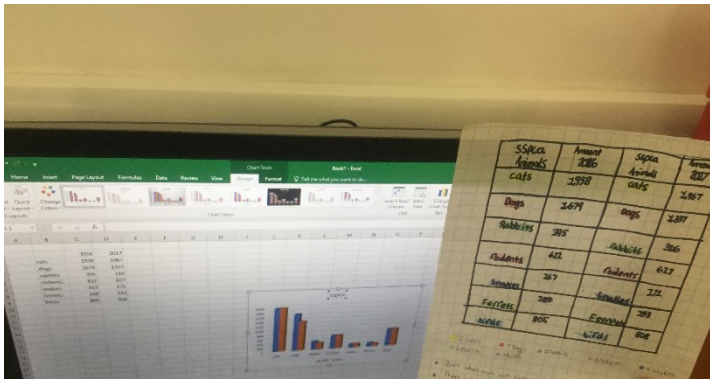
Here the children are studying their information in order to answer a variety of questions for example 'In 2017, how many dogs were rehomed?'

Appendix 3

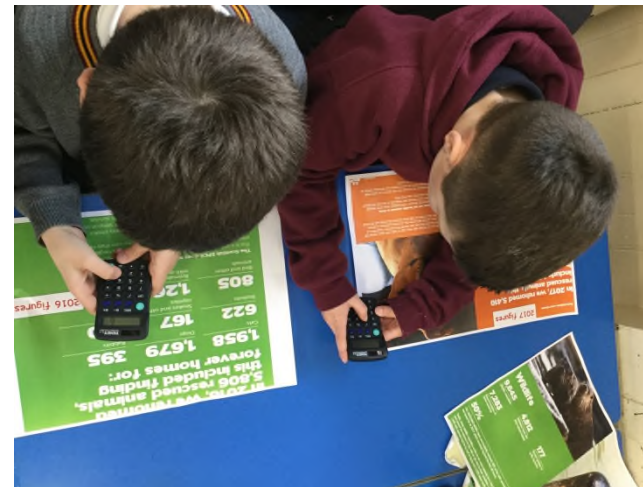
The bar chart the children decided to create based on their information. The children have clearly labelled their bar chart.



Appendix 4



Child A: "I am using the table I created to help me set out and create a bar graph"



Appendix 5

Working out the difference in figures from years 2016 and 2017.