

**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	F144
Curriculum Area(s)	Numeracy and Social Subjects
Level	First
Stage(s)	Primary 3

Experiences and Outcomes:

I have used a range of ways to collect information and can sort it in a logical, organised and imaginative way using my own and others' criteria.

MNU 1-20b

I have experienced the different jobs involve in running a business enterprise and understand the role each one plays in its success SOC 1-22a

Learning Intentions:

Numeracy and Maths Lessons

LI: to collect and interpret information.

LI: to record information.

LI: to sort information.

LI: to display collected information.

Enterprise Lessons

LI: to recognise our own skills and abilities in relation to different jobs.

LI: to recognise the skills and abilities of others in relation to different jobs.

Success Criteria:

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

Learners were involved in negotiating success criteria for each lesson using prompt questions such as

“What is it you will be doing?”

“How will you show that you understand ...?”

“What will make a successful ...?”

Numeracy and Maths Lessons

I can collect information.

I can record information using tally marks.

I can sort and display information in a pictogram.

I can sort and display information in a bar graph.

I can select an appropriate scale and label my graph.

I can formulate simple questions about and find information from tables and graphs.

Enterprise Lessons

- I can state one of my skills to suit a given role.
- I can reflect on my ability to carry out a given role.
- I can comment on the skills of another person in my group.
- I can reflect on my group's ability to work as a team.

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**.

Background information

We decided to approach information handling through our enterprise topic. The school holds a Christmas fayre every year and classes are encouraged to make craft items for sale at this. We were keen to encourage group work so had a number of challenge activities, which were taught as separate social subjects lessons with a focus on roles within groups and businesses. They explored different roles within a business; these were project manager, resource controller, quality assurance and timekeeper. Part of the role of quality assurance was to lead the group's market research to help with product development, however all group members took part in collecting, sorting and displaying the information. The outcome of this was that each group had to decide on their craft activity and to help this decision were encouraged to use information handling to collect, sort and interpret information.

Numeracy and Maths Lessons

1. Using a PowerPoint we showed the class a collection of shapes and asked them to count how many of each shape there were. We discussed the difficulties of counting a large amount of objects and strategies of overcoming these. Children were given a pre made table to record the number of each shape in their chosen method. We then moved on to discussing and collecting information on our favourite animals. The children were given a pre made table to record information using tally marks and had to total these. (see appendix)
2. Children were given a Pet survey worksheet where the tally chart had been partly filled in and were to use the information to complete the tally table and create a pictogram. (see appendix)
3. As an additional activity linked to Children in Need the learners were given an object sheet, a blank tally chart and squared paper. They had to count the information and use this to complete the tally table then decide whether they wanted to display this as a pictograph or a bar graph. (see appendix)
4. Finally they applied this in the context of their enterprise topic. They chose a question to survey in order to decide on their Christmas Fayre craft.

This series of lessons and the variety of contexts provided **depth** and clear **progression** from tally marks, pictograms, surveys, bar graphs and in depth questioning of the information gathered. It also allowed for **personalisation and choice** as they chose whether to use pictographs or bar graphs.

Throughout all lessons, reference was made to group roles, in particular quality assurance, as part of self-assessment. In addition children were encouraged to answer and create their own questions about the collected and sorted information. The variety of information handled and interpreted shows the **breadth** of opportunities

Enterprise Lessons

Personalisation and choice was incorporated within enterprise groups as the children decided on a craft activity and any information which needed to be clarified through a survey e.g. price, design, flavours. The children worked in groups, taking on a particular role which they agreed on based on how they worked during prior challenges, to create and carry out a **relevant** survey. This offered both **challenge** and a real life context for **application**. Collected information was then transferred from tally sheets to their choice of graph or pictogram. Children were encouraged to interpret the information on the graphs by asking and answering questions.

Finally, following the Christmas Fayre the children discussed profits made and drew conclusions based on the information they had gathered and used when making their craft items. They completed another self-evaluation form. This provided the opportunity to further promote **relevance** and highlight **coherence**.

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

Say – Interpret collected information, formulate questions

Write – Tally sheets, graphs and survey questions

Make -

Do – Surveys

(see above for links to design principles)

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

The pupil was given a mixture of oral and written feedback on progress and next steps. (see appendix)

Pupil Voice:

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

Favourite animal tally sheet - Learner statement on work

Pet survey worksheet and graph – Traffic light SA and PA against SC

Pudsey – Decide what they prefer between a bar graph and pictogram.

Enterprise survey and graph – SA against SC

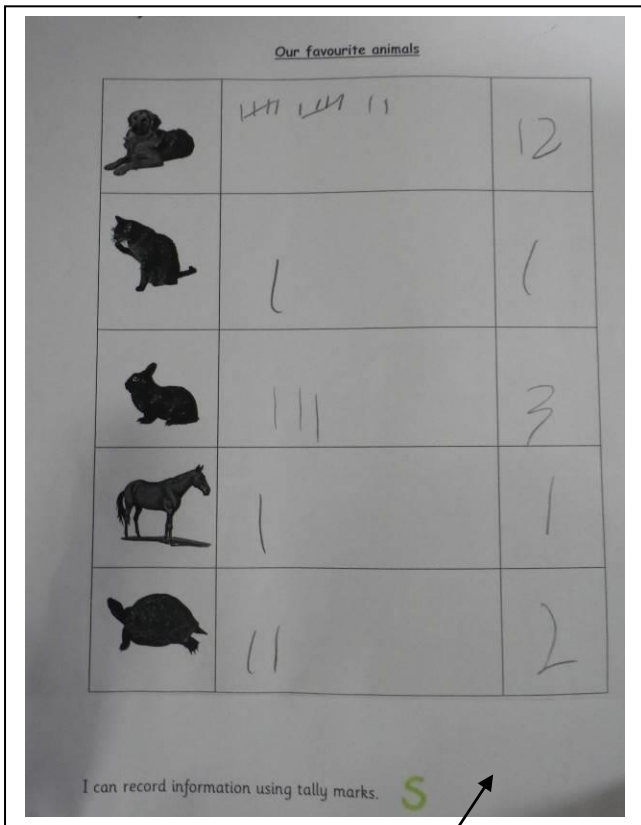
Exit ticket – pupil comments

End of Enterprise self-assessment reflecting on whole process – pupil comment

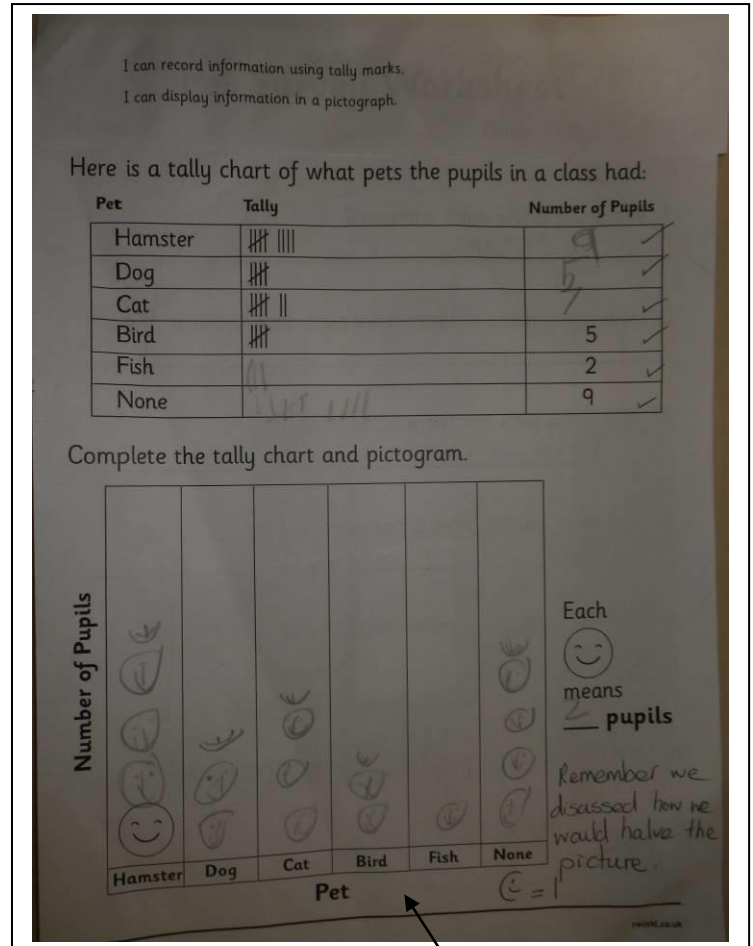
Did the learner successfully attain the outcomes?

YES/NO

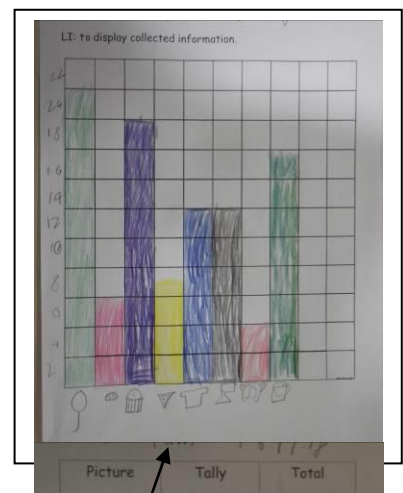
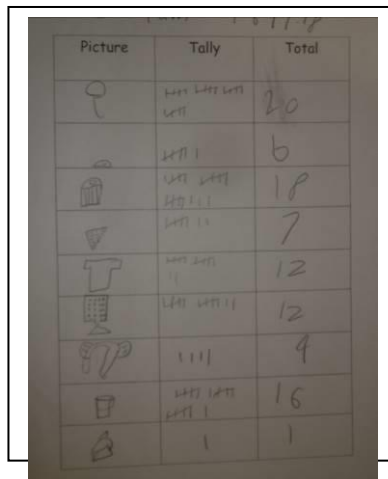
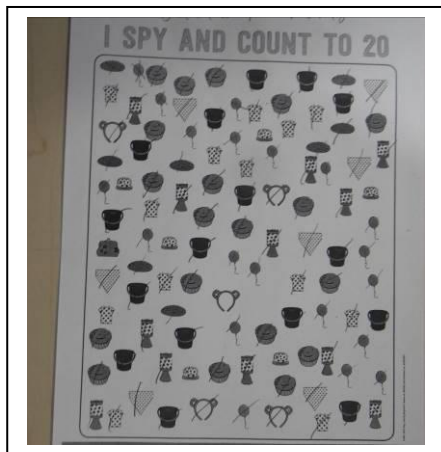
Numeracy and Maths lessons



1. Favourite animal survey
The learner marked this with a green letter S for self-assessed.



2. Pet survey
This work was marked with a green S for self-assessed and P for peer-assessed.



3. Children in Need
Teacher: How did you tackle this challenge?
Learner: There were lots of things to count so I crossed them off when I was doing the tally marks. I did one picture at a time but I kept missing some and had to go back to add more tallies.
Teacher: Why did you choose a bar graph rather than a pictograph?
Learner: It's easier to colour the boxes than draw lots of pictures.
Teacher: You asked for another graph sheet, why was that?
Learner: I started my graph with counting in ones up the side then had to start again cos some

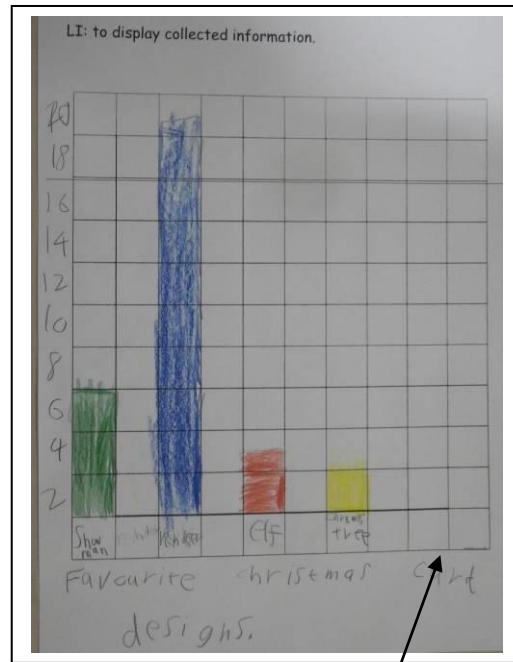
LI: to collect and interpret information.

	Tally	Total
Showman		6
Reindeer		19
Elf		3
Christmas tree		2

1. What was the most popular? Reindeer
2. What was the least popular? Christmas tree
3. How many people voted in total? 30
4. The outcome of survey is the reindeer.
5. Outcome of survey _____

LI: to collect and interpret information.

I can choose a topic to survey	<input checked="" type="checkbox"/>
I can ask appropriate questions during the survey	<input checked="" type="checkbox"/>
I can tally mark the choices	<input checked="" type="checkbox"/>
I can total the tally marks	<input checked="" type="checkbox"/>
I can interpret the information collected	<input checked="" type="checkbox"/>
I can formulate a question about the information	<input checked="" type="checkbox"/>



4. Group survey linked to Christmas craft.

The following feedback was given on the reverse of each of these sheets.

“Well done, you have successfully tallied and counted the information and answered all the questions. You were supposed to create a question for number 4. Next time try to think of a question you could ask about your information.” All S.C. were coloured green.

“You have managed to transfer your information correctly into a bar graph.”

22.11.18

Create 3 questions about your graph for a friend to answer.

1. How many ^{people} voted together?
2. What is the most popular?
3. What is the least popular?

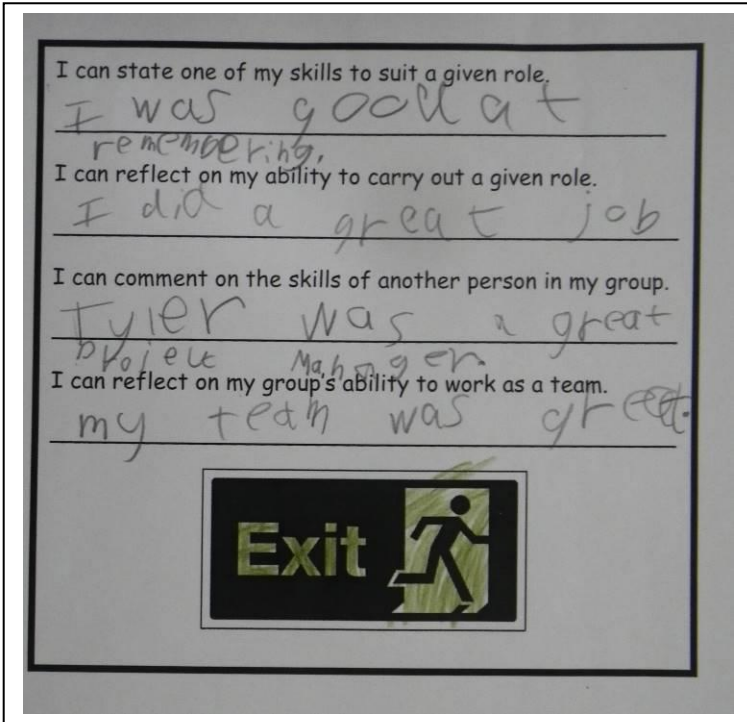
Next time try to include a comparison question. eg. - How many more people chose ...

LI: to display collected information.

I can choose an appropriate graph	<input checked="" type="checkbox"/>
I can select an appropriate scale	<input checked="" type="checkbox"/>
I can label my graph	<input checked="" type="checkbox"/>
I can use my survey to populate my graph	<input checked="" type="checkbox"/>
I can formulate a question about the information	<input checked="" type="checkbox"/>

Feedback regarding the style of question was written as shown. The learner self-assessed by colouring all boxes green.

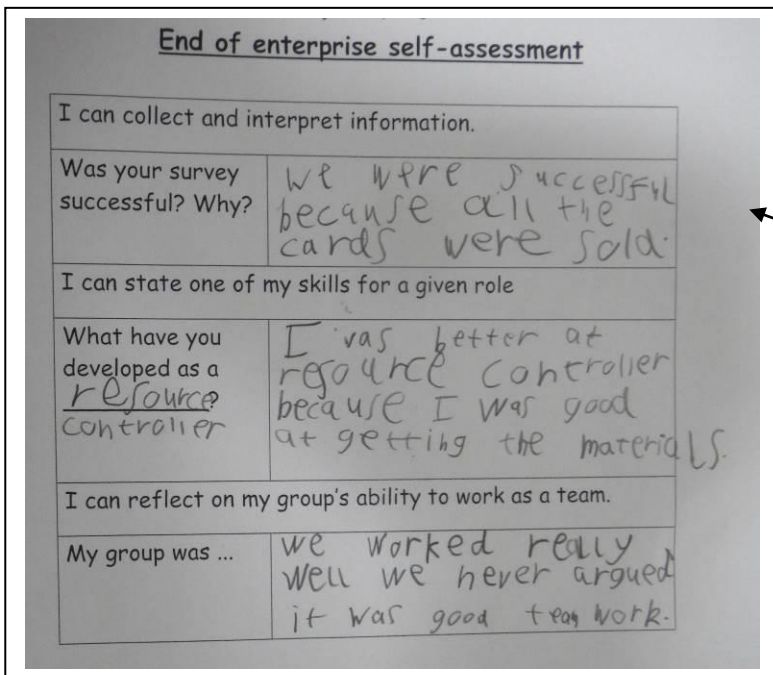
Enterprise lessons



This exit pass was completed after the first of our challenge activities looking at individual roles within groups. The written answers were very basic and verbal feedback indicated that I would have liked more detail but when questioned, the learner was able to give more information.

“I was in charge of resources and I remembered what we needed to get all at once so I didn’t need to keep going back for more paper”

“My team was great because we didn’t argue and even if it wasn’t the biggest tower we managed to make the paper structure on time.”



Teacher: What skills did you develop when you were collecting and displaying information?

Learner: I knew how to use tally marks already. I learned how to make a pictograph but I don’t like them cos I can’t draw very well. I know what a bar graph is now and I can use my tallies to colour my graph.

Teacher: What about the questions we can ask and answer using our information?

Learner: I can ask things like how many people chose reindeer or how many people altogether.

(This transcript also links to the next steps discussed in the final graph work above)



The finished crafts.

