

**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.

School Code	
Practitioner Code	F17
Curriculum Area(s)	Numeracy and Talking and Listening
Level	First
Stage(s)	P2
Specific subject (if applicable)	

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 can communicate clearly when engaging with others within and beyond my place of learning, using selected resources¹ as required.

LIT 1-10a

Learning Intentions:

- To sort objects in a logical way.
- To use my own criteria when sorting.
- To communicate clearly.

Success Criteria:

- I can sort loose part objects.
- I can create my own criteria for sorting (e.g. by colour, size, texture).
- I can clearly share my ideas, criteria and findings with my partner/group.

Briefly outline the context and range of quality learning experiences that have been provided making reference to the chosen design principles.

The children were asked to sort a range of loose parts with sorting bowls. The teacher did not supply the sorting criteria. Through discussion with the pupils and teacher, they considered a variety of criteria for sorting the objects and discussed their ideas. Pupils then used their chosen criteria to sort the objects. They began sorting by type of object.

Pupils then considered other ways to organise and sort the loose parts including size, colour, initial sound and texture.

As pupils were sorting objects they discussed how some had more than one attribute and that this could make it difficult to sort an object into only one pile. This prompted a

¹ This may include images, objects, audio, visual or digital resources.

discussion between the group and the teacher which resulted in the creation of a new pile which would accommodate objects which satisfied more than one criteria. The teacher then showed pupils a simple Venn diagram using hoops and they talked about why this kind of diagram can be useful.

This learning experience offered **challenge** as children were asked to come up with their own criteria from the outset and had to react to suggestions from other group members. **Breadth** was addressed by encouraging the children to see the need to extend their range of ways of sorting methods when a very simple way eventually proved inadequate. This led to Venn diagrams being introduced and paved the way for Carroll diagrams in future lessons. The children will continue to **apply** this learning in other curricular areas, e.g. comparing different foods in Healthy Eating lessons.

Record the range of assessment evidence that was gathered to meet the success criteria (Say, Write, Make, and Do) considering breadth, challenge and application.

(see Pupil E on video transcript)

Say: Group discussions.

: Sharing ideas of chosen/selected criteria.

Do: Sort the objects correctly into selected criteria (colour/size/texture etc)
Begin to use a Venn diagram to compare similarities and differences.

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

Feedback:

Oral feedback through group discussion. (see transcript)

Most pupils required some prompting as they considered the first criterion, however, they were soon able to share their own ideas independently.

Next Steps:

- Sort objects and create a Venn diagram independently using hoops.
- Complete/draw a Venn diagram.

Pupil Voice:

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

(See final discussion between E and teacher on transcript.)

Did the learner successfully attain the outcomes? YES

Video Transcript

Teacher: How do you think you could sort these objects?

H: In order, like sets.

G: Maybe put the same objects in a pile.

Teacher: What objects are in each pile then?

H: Stones, pompoms, buttons

O: Pine cones, sand paper, cubes

G: Beads, cotton wool

E: Shells, sponge

J: Fish

The children sort the objects by type of object. They create separate piles of beads, pine cones, rocks, pompoms, etc



Teacher: I want you to think of another way to sort these objects out.

E: **By the first letter**

SC: I can create my own criteria for sorting.

K: Pine cone –p

E: **All the stones here...**

The children sort the objects by initial sounds. There are a lot of things in the S pile e.g. stones, sponges, sandpaper, stars, etc.



Teacher: Super work! Has anyone got any other ideas?

K: By size.

E: **Bigger and smaller.**

SC: I can create my own criteria for sorting.

Teacher: Which side of the table is going to be bigger?

Let me see you work this out.

H: These are not big. We need middle sized too.

The children sort the objects into big, small and middle-sized piles.



Teacher: Is there another way to sort them?

J: By colour

O: I've an idea. We could put the colours in the cups.

Teacher: Great idea!

E: I'll do white...

H: These are multi-coloured.

The children re-sort the objects by colour.



Teacher: I'm thinking there might be another way to sort these but I wonder if you can come up with it yourself?

E: Long and short

SC: I can create my own criteria for sorting.

Teacher: We could sort them by long and short. Any other ideas?

G: We could weigh them with our hands.

Teacher: Yes we could. Does everyone want to pick up the pine cone? How does it feel?

G: Light

Teacher: What about the sandpaper?

E: It feels bumpy.

Teacher: Is that something we could sort?

G: What about a pile of what do they feel like?

Teacher: So they are..?

E: Smooth

Teacher: Yes and what's the opposite?

H: Rough

Teacher: Why don't you start sorting them out and we will see how we get on?

K: This is smooth.

J: Rough

G: Half of it is bumpy and half of it is smooth.

Teacher: Where is it going to go then?

G: In the middle.

H: These are smooth *and* rough.

E: This bit is smooth and this bit is bumpy so it goes in the middle.

SC: I can clearly share my ideas, criteria and findings with my partner/group.

The children realise that some objects have both rough *and* smooth parts and could therefore fit into either of the two piles.



Teacher: So what we have done is we have sorted the things into smooth and rough but some are in the middle. We are going to make something called a Venn diagram. I am going to put one hoop over here and the other hoop over here like this. It gives us lots of information.

E: All the smooth are in this side and the rough in the other. The things in the middle are smooth *and* rough.

SC: I can clearly share my ideas, criteria and findings with my partner/group.

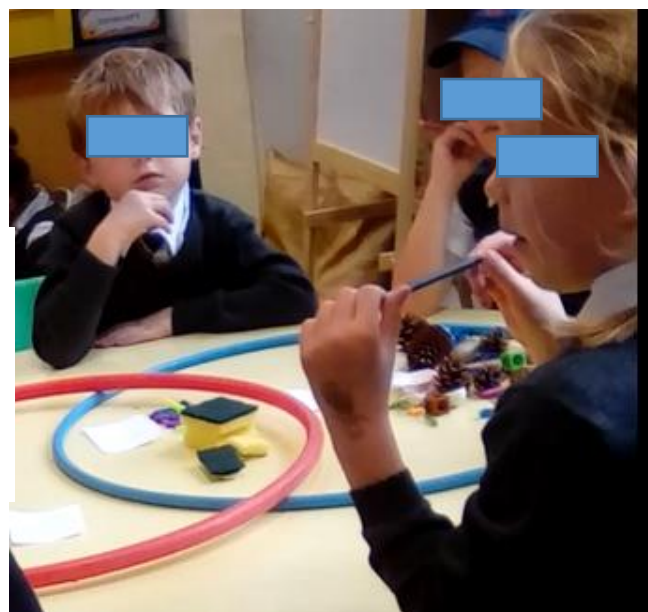
Teacher: Let's write some labels – Rough... Smooth...and Smooth *and* Rough. Great. Who can tell me what kind of diagram this is?

E: Venn diagram.



The children label each section of the Venn diagram...

...and discuss why sorting this way might help.



Teacher: Hopefully you will remember this type of diagram again if you are sorting. You can sort the things into two groups. If you have things that fit into both groups you can have a special group in the middle.

Let's recap how we sorted them. So, by touch...

E: **Object...**

H: Size...

G: Letters and colours...

Teacher: Well done everyone. That was terrific sorting this afternoon. You listened to each other's ideas and you all worked really well together.

Pupil Voice: Teacher and E discuss his learning.

T: Tell me something you have learned from today's lesson. Pupil Voice: What did you learn?

E: Well... I've done sorting before – in school and at my house. Prior Learning acknowledged

T: What about Venn diagrams? Have you seen them before?

E: No... I don't think so. I think that was the first time.

T: And what did you learn about sorting and Venn diagrams today?

Pupil Voice: How did you learn?

E: Well, you were asking us what we could use and what could we use to put it in. There were some wee bowls and actual buttons and pine cones and things. We just all said different ideas like big and small... different colours... stuff like that. And we just tried it out. Moved them around into piles. And you had the hoops to make the two circles with the middle bit.

SC: I can clearly share my ideas, criteria and findings (with my partner/group.)

T: Do you think the Venn diagram was a useful way to sort these kind of things?

E: It was quite good. I used to just put stuff in a random bit if I didn't know but it wasn't very good. Now we can put it in the middle bit, like if it's bumpy *and* smooth, not just bumpy. I used to think that there was no such thing as a middle bit.

Pupil Voice: What skills have you developed?

T: Could you maybe use Venn diagrams for other things too? What about when we think about different kinds of food?

E: I think we could... or maybe when we do shapes or something?

T: Yes - that might be a good thing to try. How do you think the group got on? Did you share your ideas?

E: Yes... we just said them. Like, if we had a good idea we just said it.

SC: I can clearly share my ideas, criteria and findings with my partner/group.

