

**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	F48
Curriculum Area(s)	Numeracy and mathematics
Level	First
Stage(s)	3

**Experiences and Outcomes:**

Through exploring how groups of items can be shared equally, I can find a fraction of an amount by applying my knowledge of division. MNU 1-07b

I can estimate how long or heavy an object is, or what amount it holds, using everyday things as a guide, then measure or weigh it using appropriate instruments and units. MNU 1-11a

**Learning Intentions:**

To find a fraction of an amount by applying my knowledge of division.

To use appropriate instruments and units to measure or weigh everyday things.

**Success Criteria:**

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

I can divide amounts into halves and quarters.

I can choose the correct instrument and unit to measure an amount.

I can choose the correct instrument and unit to weigh an amount.

The children will be asked to help develop the success criteria by choosing one of their own and identifying their next steps at the end of the lesson.

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**.

Learning experiences will be linked to a real life context which engages the children and offers relevance. Previously in fractions the children have explored how to share groups of items equally and are able to find a fraction of an amount using their knowledge of division. In measure, children have previously investigated both weight and volume using appropriate instruments and units. Before measuring, the children have been encouraged to estimate their measurements.

To demonstrate an understanding of these skills, the children have been asked to measure a variety of ingredients for a given recipe. They will need to select the correct instrument and units for each ingredient. The children will estimate the amount of each ingredient that there is (this was previously measured out by the teacher). They will then measure how much of each ingredient is actually there. After measuring each ingredient, the children will be asked to provide a fraction of the measurement for each ingredient. This will be a half and a quarter of each ingredient. The children will record all information including estimations and measurements on a table.

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

Write:

Write estimations and measurements onto the table.

Write a personal success criteria.

Do:

Choose the correct instrument to measure each ingredient.

Choose the correct unit for each ingredient.

Divide each ingredient into the required fraction.

Measure each ingredient accurately.

Peer assess to measure accuracy of measurement.

Say:

Discuss estimations and measurements with a peer.

Discuss next steps.

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

Written: Excellent effort! You have met all of the success criteria today. I like your ideas for a next step too! You chose the correct measuring instrument and weighed the ingredients accurately. You were able to find a half and a quarter of each amount. Could you have written a half using numbers? ( $\frac{1}{2}$ )

Oral: I think it's a good idea to keep working on measuring everyday things. We can look for other items in the classroom that we can measure – we can also try using some other types of measuring instruments.

**Pupil Voice:**

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

I learnt to find the different amounts for the recipes. I used the right things to measure the ingredients and I could find the right amount of each ingredient for 8 people and 4 people. I had to half the ingredient each time.

Written: I learned best by listening and writing down the recipe. My next step is measuring everyday things. My suggested activity is storing my measurements in my diary.

**Did the learner successfully attain the outcomes?**

**YES**

### Learning Intentions:

- I am learning to find a fraction of an amount by applying my knowledge of division.
- I am learning to use appropriate instruments and units to measure and weigh everyday things.

### Measuring Ingredients to make scones.

Ingredient	Measuring Instrument	Unit of measurement	Estimation	Measurement
SR Flour	k. scales	grams	346 g	400 g ✓
Salt	k. scale	grams	1 g	2 g ✓
Butter	k. scale	grams	33 g	60 g ✓
Caster sugar	k. scale	grams	121 g	100 g ✓
Milk	M. Jug	ml	150 ml	160 g ✓

This recipe is for 16 scones. How much of each ingredient would you need for 8 scones? 4 scones?

Ingredient	Measurement for 16 scones	Measurement for 8 scones	Measurement for 4 scones	Challenge: 32 scones
SR Flour	400 g	200 g	100 g	800 g ✓
Salt	2 g	1 g	half g	4 g ✓
Butter	60 g	30 g	15 g	120 g ✓
Caster sugar	100 g	50 g	25 g	200 g ✓
Milk	160 ml	80 ml	40 ml	320 ml ✓

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**Learning Intentions:**

- I am learning to find a fraction of an amount by applying my knowledge of division.
- I am learning to use appropriate instruments and units to measure and weigh everyday things.

**Success Criteria: Self-Assessment:**

- I can divide amounts into halves and quarters. ✓
- I can choose the correct instrument to measure an amount. ✓
- I can choose the correct instrument to weigh an amount. ✓
- I have measured amounts accurately. ✓

• I listened and worked together with my Pees



You chose the correct measuring instrument and weighed the ingredients accurately!



You were able to find a half and a quarter of each amount.



Could you have written a half using numbers? ( $\frac{1}{2}$ )

Support needed in future lessons to choose a SC that is relevant to the learning, rather than generic.

I learned best by:

listening and writing down the recipe

My next steps:

measuring every day things.

Suggested activities:

sorting all my measuring in my diary.

Peer Comment:

measuring.

Teacher Comment:

Excellent effort! You have met all of the SC today. I like your idea for your next step too!