

**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	F75
Curriculum Area(s)	Numeracy and Mathematics
Level	First
Stage(s)	Primary 3

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)

When listening and talking with others for different purposes, I can exchange information, experiences, explanations, ideas and opinions, and clarify points by asking questions or by asking others to say more. (LIT 1-09a)

Learning Intentions:

1. To explore ways in which data can be presented
2. To ask and answer questions about the information I am exploring
3. To exchange information through listening and talking with others
4. To explain and clarify by asking questions

Success Criteria:

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

- 1a. I can organise and record information. E.g. Venn diagrams
- 2a. I can make my own questions to find information (learners created this SC)
- 2b. I can answer questions to understand
- 3a. I can exchange information and explain ideas when listening to and talking with others.
- 4a. I can make different questions for myself and others to answer.

Formulate/create – children changed this to make

Analyse – children changed this to look and understand the information

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 experience 1: Children will discuss different ways that we can present data e.g. bar graphs, tables, pictographs. Children will be introduced to Venn diagrams and explore sorting out different types of data (shapes, numbers, objects). Children could also come up with their own data to sort that is personal to them i.e. school lunches, so children are being challenged to lead their own learning.

Learning experience 2: Be responsive to what context the children would like to use in order to sort information into a Venn diagram. Children could use hula hoops to create their own Venn diagram at their tables and work in groups. Children can sort the objects through engaging in discussion, asking and answering questions about the information in order to decide headings and how to sort the objects. Group discussion skills have been a

focus within the class so children are using their listening and talking skills within a mathematical context. (breadth and application)

Learning experience 3: Use I pads to take pictures of Venn diagrams from previous learning experience. Children could question each other and engage in discussion about the sorting of the objects in order to clarify the information presented.

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

Say – Explain the headings and sorting of the objects to others and ask to gain a deeper understanding.

Write – Questions for a partner to answer about the information in the Venn diagram.

Make – Make appropriate headings for objects and then sort into the correct part of the diagram.

Do- Create own Venn diagram using hula hoops and objects.

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

Learning experience 1: Well done! You have successfully organised and recorded the information as a Venn Diagram.

Learning experience 2: I am really impressed with how you have managed to discuss with your peers how you could sort the objects into headings. You were able to organise the objects by explaining your thoughts to your peers and by asking them questions.

Learning experience 3: Great work! You have challenged yourself and your peers by coming up with questions about the Venn diagram you created.

Next steps – Can you apply these talking and listening skills in other areas of your learning? Can you collect your own data and use a different way to present/record the information?

Pupil Voice:

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

“I have learned about what Venn diagrams are and how we can sort out loads of different things into them like objects, numbers and shapes.”

“I learned this by trying to sort out different objects and numbers and shapes on the smartboard. We also got to make our own Venn diagram with the hula hoops, that was fun. Me and my friends came up with something to do with castles because that’s our topic.”

“I think I’ve learned a lot about my listening skills because when we were in our groups I really listened to what other people were saying about where to put the objects. I gave some good ideas as well.”

Did the learner successfully attain the outcomes?

YES

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)

When listening and talking with others for different purposes, I can exchange information, experiences, explanations, ideas and opinions, and clarify points by asking questions or by asking others to say more. (LIT 1-09a)

Level: First

Stage: Primary 3

Evidence of Learning:

Make: Venn diagram

Say: Explain the sorting of objects to others

Write: Questions for a partner about the information

Do: Sort objects by headings

Context for Learning:

The class came up with the 'castles' context which is linked to their Social Studies topic. Children focused on sorting information about features of castles and houses into a Venn diagram. Children sorted the information through engaging in discussion, asking and answering questions about the information in order to decide headings and how to sort the objects. Children then asked each other questions to gain a deeper understanding of the Venn diagram.

Learning Intention:

1. To explore ways in which data can be presented
2. To ask and answer questions about the information I am exploring
3. To exchange information through listening and talking with others
4. To explain and clarify by asking questions

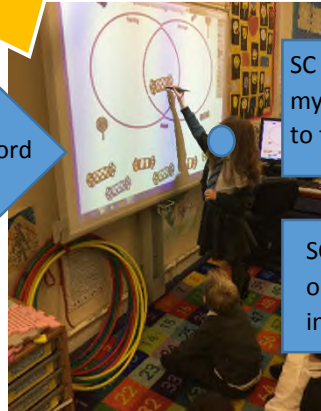
Success Criteria:

- 1a - I can organise and record information. E.g. Venn diagrams
- 2a - I can make my own questions to find information.
- 2b - I can answer questions to understand
- 3a - I can exchange information and explain ideas when listening to and talking with others.
- 4a - I can make different questions for myself and others to answer.

Children discussed the different ways data can be presented. Child X organised and recorded the objects using a Venn diagram.

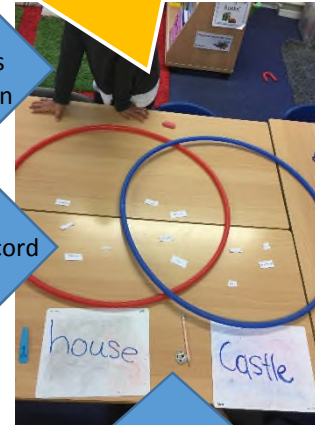
Child X explained to the group what she understood from the information given. Child X asked her peers questions about the information. (See transcript)

SC 1a: I can organise and record information.

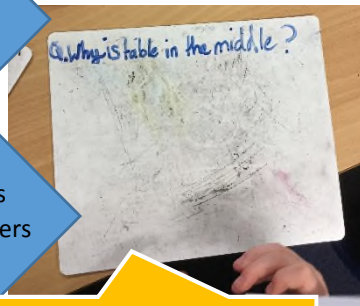


SC 2a: I can make my own questions to find information

SC 1a: I can organise and record information.



SC 2b: I can answer questions to understand



SC 4a: I can make different questions for myself and others to answer

SC 3a: I can exchange information and explain ideas when listening to and talking with others

Child X made up some questions of her own about the information presented and answered other children's questions to clarify the information.

Pupil Voice:

"I have learned about what Venn diagrams are and how we can sort out loads of different things into them like objects, numbers and shapes."

TRANSCRIPT:

Child X: "Ok so, how can we sort this out? Is there objects that are different from each other?"

Child Z: "Well there is a turret and there's also a drawbridge so that's definitely castles?"

Child X: "Yeh, so one of our headings could be castles, what could the other one be?"

Child Y: "There's a garage, you wouldn't find that in a castle."

Child X: "I think it must be things you find in a house and things you find in a castle. That must mean the middle part will be things you find in both!"

Teacher Feedback:

Well done! You have successfully organised and recorded the information as a Venn diagram.

I am really impressed with how you have managed to discuss with your peers how you could sort the objects into two headings. You were able to organise the objects by explaining your thoughts to your peers and by asking them questions.

Great work! You have challenged yourself and your peers by coming up with questions about the Venn diagram you created.