

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	F94
Curriculum Area(s)	Numeracy and mathematics, social studies
Level	First
Stage(s)	P2

**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

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 consider ways of looking after my school or community and can encourage others to care for their environment. SOC 1-08

**Learning Intentions:**

LI 1- To collect information and sort it in a logical way using specific criteria.

LI 2- To explore a way in which data is presented.

LI 3- To consider ways to look after my school and community.

**Success Criteria:**

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

SC 1- I can recognise and collect recyclable and reusable items.

SC 2- I can sort items into a Carroll diagram.

SC 3- I can read a Carroll diagram and answer questions about it.

**(co constructed)**

SC 4- I can recycle items correctly at home and in school.

SC 5- I can make good choices in the shops and avoid materials that aren't recyclable or reusable.

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**.

Prior learning: Children aware of and discussed environmental problems in our community and have been learning about materials and their properties in science. Children are aware of what items are recycled within East Renfrewshire and How. This criteria will be revisited briefly within the lesson introduction.

## **Lesson 1: Introducing Carroll diagram to class.**

### **Introduction-**

Children were given an activity in groups to sort everyday items into categories 'recyclable' and 'reusable' with regards to East Renfrewshire's bin collections (Evidence 1). Children will discover that some items fall into neither or both of these categories and therefore an appropriate way to display this (a Carroll diagram) is required.

### **Main task –**

At this point LI will be introduced and SC co-constructed with teacher scaffolding. Then the teacher will introduce a Carroll diagram taped on the floor with unlabelled axis (Evidence 2). Children will be challenged to label each axis appropriately but again will be given support. Teacher will model these answers to help direct them towards appropriate headings of 'recyclable etc'. The whole class will then work collaboratively to sort the materials into the large floor diagram (Evidence 3). Children will be asked a range of questions about what the diagram tells them about materials and which are best to reduce landfill waste in East Renfrewshire; by reusing and recycling (Evidence 4). Children then given the independent task of a Carroll diagram, cut and stick activity to complete (Evidence 5). Children will be asked to self and peer assess their work with relation to SC 1 and 2.

### **Plenary-**

Finally, the whole class will return to the board to discuss what they have discovered with relation to materials and their ability to be recycled/reused. They will be encouraged to discuss the impact of the effect it has on their community. They will complete a post it note stating what they have learned (Evidence 6). Finally, the children will be shown various Carroll diagrams through whiteboard games in which the children are asked to sort interactively. This allows the teacher to further assess children's achievement of SC within the challenge of a new context (Evidence 7).

*Breadth – Children encountering a new maths concept (MNU 1-20a+b) which encourages them to consider the impact of the use of certain materials. A real life and topical context allows the exploration of data handling within a Carroll diagram to be relevant and coherent.*

*Challenge – Children asked to consider appropriate headings for Carroll diagram. Children undertaking further independent Carroll diagram task which is allowing them to apply their learning independently.*

*Application – Children exposed to Carroll diagram initially within context of recycling and then can apply this knowledge in the future to other Carroll diagram contexts. Furthermore, the real life context of the diagram allowed the children to consider the implications of using materials and their effect on the community and what further steps they can now take to help reduce, reuse and recycle in their everyday lives.*

*Next Steps- The children will use their prior learning to **create** a Carroll diagram using digital technology to apply their skills in a new learning context.*

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

Assessment of SC 1, 2 and 3 is shown in detail through the evidence.

Assessment of SC 4 and 5 will be ongoing as it is a change of lifestyle and mind-set.

**Do** – Children are sorting materials into categories of recyclable and non-recyclable. First simply and eventually within a large Carroll diagram. They are also able to apply this learning in the plenary to a new context.

**Write** – Children work on their own to complete a Carroll diagram cut and stick activity.

**Say** -Children can describe Carroll diagram and its purpose. Children can answer questions about Carroll diagram e.g. which materials are recyclable and reusable and those that are not. From this children are able to discuss the impact that specific materials have on the planet and their community.

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

Oral feedback is given throughout whole class floor task with relation to sorting of materials. It is also given during the plenary whilst the children sort interactively on the whiteboard.

Written feedback is given on each cut and stick worksheet in the form of two stars and a wish with specific relation to SC 1 and 2 (please see evidence sheet).

### **Pupil Voice:**

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

#### **Orally:**

##### **What have you learned?**

"I have learned what things can be put into what bins and that most things can be recycled and we should try to not buy and use things that can't".

##### **How did you learn?**

"We talked about recycling and we put sticky tape on the ground and sorted stuff into the right box"

##### **What skills have you developed?**

"I didn't know that some things could be recycled and I didn't know what a Carroll diagram was"

#### **Written:**

The class were given post it notes to feedback what they had learned at the end of the lesson. See Below. Also SC 2 and 3 were self and peer assessed using traffic lights.

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

**YES/NO**

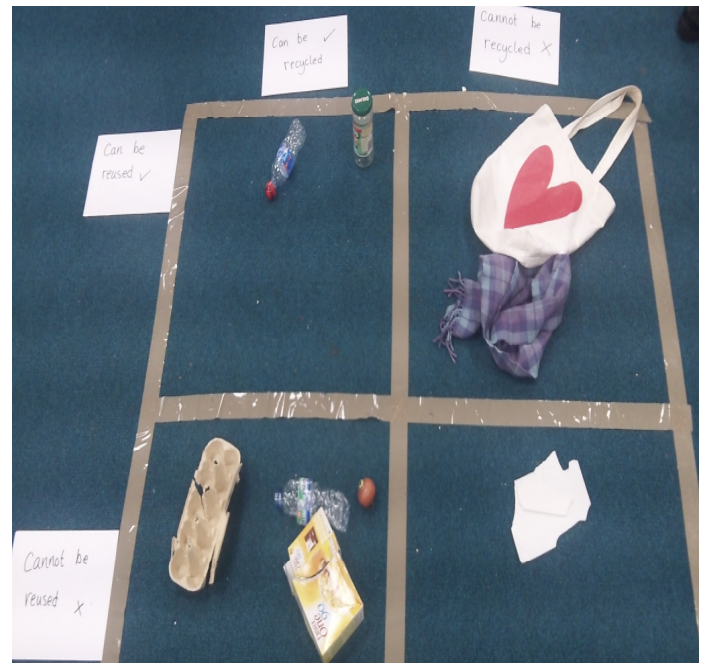


### Evidence 1

- **SC 1**-by identifying recyclable and reusable.
- **Breadth**- Real life Context

### Evidence 2

- **Challenge**: to create headings.

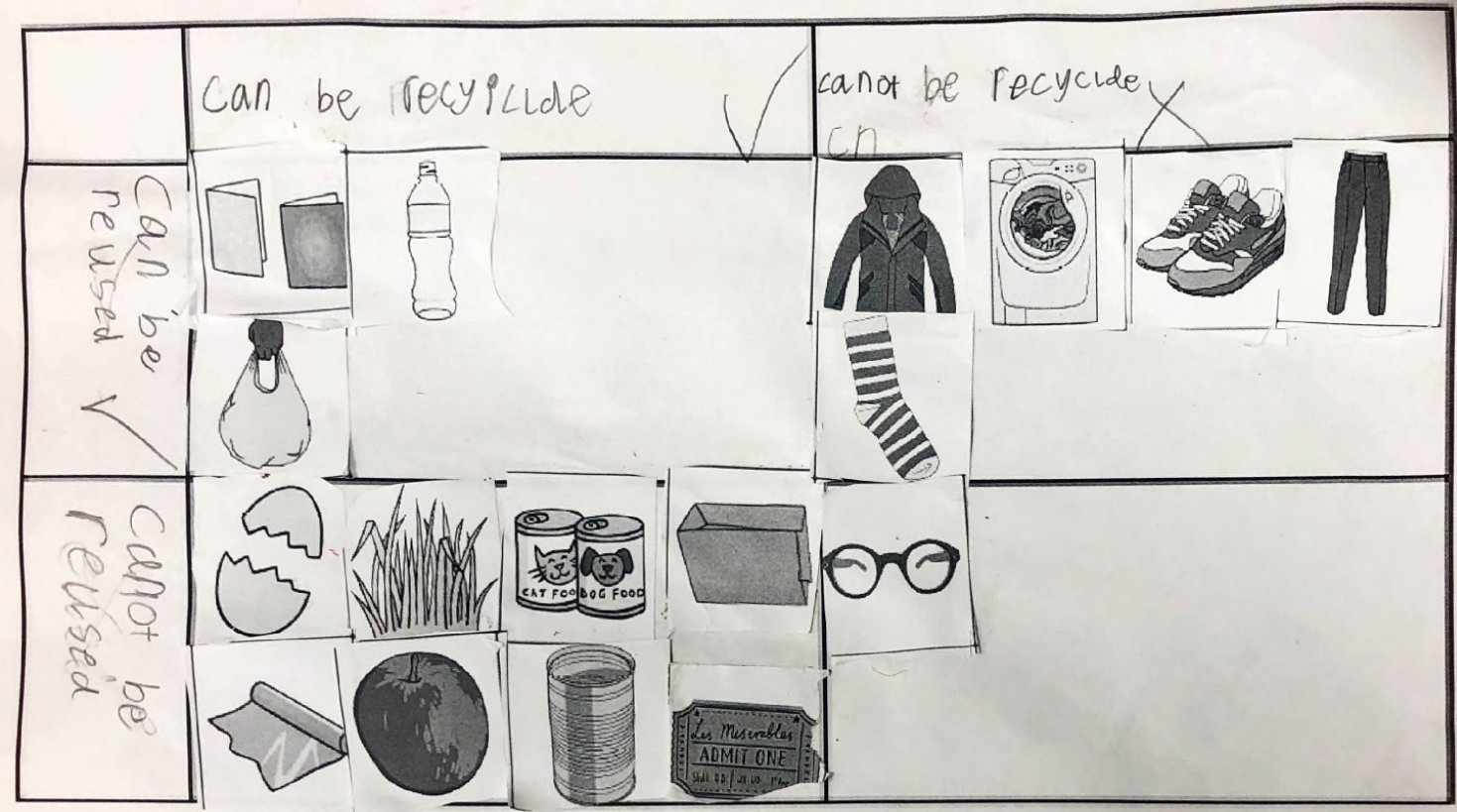


### Evidence 3

- **SC 1**-by identifying recyclable and reusable.
- **SC 2**-by sorting into a Carroll diagram.

### Evidence 4

- **SC 1**-by identifying recyclable and reusable.
- **SC 2**-by sorting into a Carroll diagram.
- **SC 3**- by answering questions about what the diagram shows.



I can recognise recyclable and reusable items.  
I can sort items into a Carroll diagram.

SA PA

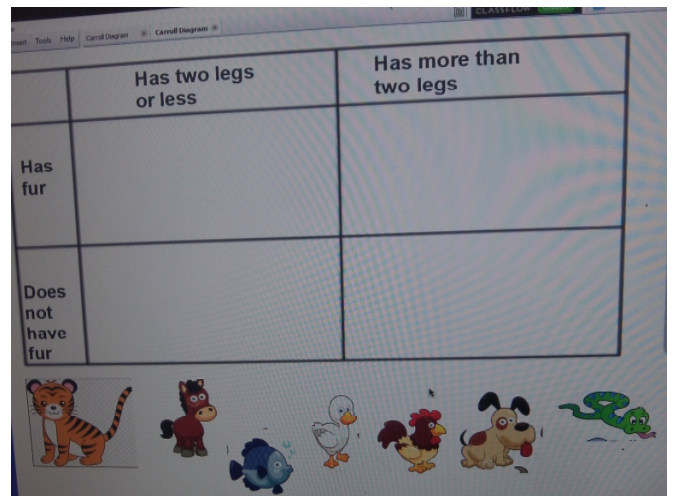


★ Super job at identifying which items were re-usable and recyclable  
★ Great sorting into the correct box  
👉 Can you think of any more reusable & recyclable items?

### Evidence 5

- SC 1- by identifying properties
- SC 2- by sorting information logically
- SC 3- by peer assessing a Carroll diagram and checking it.
- Written feedback given – Two stars and a wish
- Pupil Voice- Self assessment.

Today I have learned <sup>where</sup> rubbish goes and sensible things to choose when shopping ✓



### Evidence 6

- Pupil Voice

### Evidence 7

- SC 2- by sorting into a Carroll diagram.
- Application- New context.