

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	S15
Curriculum Area(s)	Numeracy
Level	Second
Stage(s)	P5

Experiences and Outcomes:

*I have carried out investigations and surveys, devising and using a variety of methods to gather information and have worked with others to collate, organise and communicate the results in an appropriate way.
MNU 2-20b*

*By experiencing the setting up and running of a business, I can collaborate in making choices relating to the different roles and responsibilities and have evaluated its success.
SOC 2-2a.*

Learning Intentions:

To carry out a survey to gather information.
To collate and organise the results in an appropriate way.
To set up a successful business.

Success Criteria:

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

I can conduct a survey in another stage in our school.
I can present the information on my survey sheet showing total numbers.
I can work with a group to collate the information for all goods.
I can use the pricing information to ensure I have a successful and profitable business.
I can work with a group to present the information in a bar graph.
I can name the axis on the bar graph.
I can name the bar graph.
I can decide, with a partner, on the appropriate scale by looking at the numbers on my survey.

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**.

The children are planning and organising a Christmas Market to invite parents to for their P5 Enterprise topic. They had been given the task of creating a prototype for a Christmas market which would cost up to the value of £1. The children presented their ideas to the class with reference to the materials used, the pricing and how long it took to make. The children then voted for five items that they deemed most profitable and achievable in the time given. The next part of the process was to conduct some market research in another stage of the school. The children created their survey and worked in small groups to collate the information related to two questions they asked:

- Which of the following items would you most likely buy?
- How much would you be willing to pay for the following items?

It was important they found out which items were most popular as this would determine how many of each product they were going to make. The data also informed the children how much to charge for each product to ensure a healthy profit.

The children were asked to think of ways they could present the information in an appropriate way. They were referred to the success criteria throughout. The children thought of making a graph and chose to create a bar graph to present the information. They decided on their own heading and labelled the axis independently. The children were challenged by deciding with a partner how to present the bar graph and discussing what the scale should be as some numbers were high.

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

Say –

Conversation about how to organise a successful and profitable business.

Discuss the information on their survey sheets.

Discuss how they will make the bar graph presenting the information accurately.

Make – Make a survey sheet

Present a bar graph with appropriate information.

Do - Carry out a survey.

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

Pupil was praised, both orally and in writing, for following instructions and responding very well to some very tricky questions.

Pupil was advised, both orally and in writing, that they had collated and organised the results in an appropriate way using the survey information.

Pupil was advised that next steps will be to present the information in a pie chart.

Written comments were discussed with the pupil.

Pupil self-assessed their work to demonstrate whether they thought they had met the criteria to suggest if they were successful in their learning. The pupil used 'traffic lighting' to illustrate their choice, and was given the opportunity to add a comment to demonstrate their assessment further.

The work was also assessed by the teacher who added next steps for the pupil to follow.

Pupil Voice:

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

Explain in your own words what you have learned?

I have learned how to make a survey and sort the information to make a bar graph.

How did you learn?

By listening carefully to the teacher, and also through the group discussion, I have learned how to sort information properly into sections for the market research survey. Then I learned how to draw the bar graph, making sure I drew it properly. It was hard to work out the scale as the numbers were big. I sorted it out with my partner.

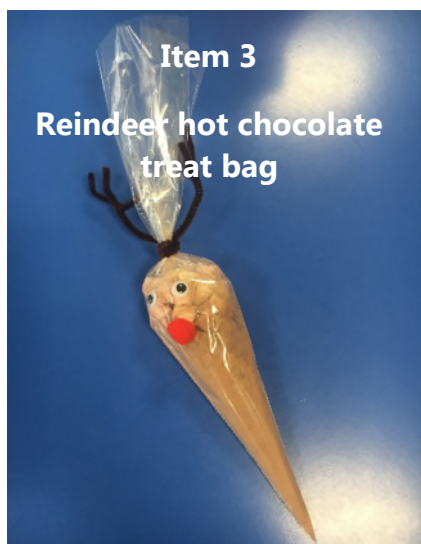
What skills have you developed?

I would be able to transfer information onto a bar graph for anything and work out the right scale. I have learned to make decisions with my partner.

Did the learner successfully attain the outcomes?

YES

SANTA'S WINTER WORKSHOP – ITEMS FOR SALE



(part of) conversation with pupil about setting up a business

Teacher – Now that we have our final 5 products that we are going to make, how are we going to ensure that we make a profit?

Pupil – I think we have to make sure we only make the right amount that we think will sell.

Teacher – So looking at your data, which product is the most and least popular?

Pupil – The Santa's Sleigh is the most popular and the Pine Cone Robin is the one people don't like much.

Teacher - Does that help you decide how many of each product to make?

Pupil – Yes as we will definitely make lots of the Santa's Sleighs as this is the most popular and we will sell loads!

Teacher – What about your costings? The Santa's Sleigh cost us 85p to make. What are you going to sell it for to make a reasonable profit?

Pupil – I think we should sell the Santa's sleigh for £2.00

ENAM

SANTA'S WINTER WORKSHOP

Market Research for Enterprise Project

Which of the following items would you most likely buy? (choose 1 only)

Primary	Item 1	Item 2	Item 3	Item 4	Item 5
P7	3	17	10	32	16

How much would you be willing to pay for the following items? (choose 1 only)

Item	£1	£1.50	£2	£2.50	More than £2.50
1 pine cone robin	56	7	0	1	3
2 candy cane marshmallow	16	44	15	2	5
3 reindeer hot chocolate	20	39	4	1	6
4 edible treat sleigh	6	26	28	2	8
5 santa's hat door stop	0	1	8	14	50

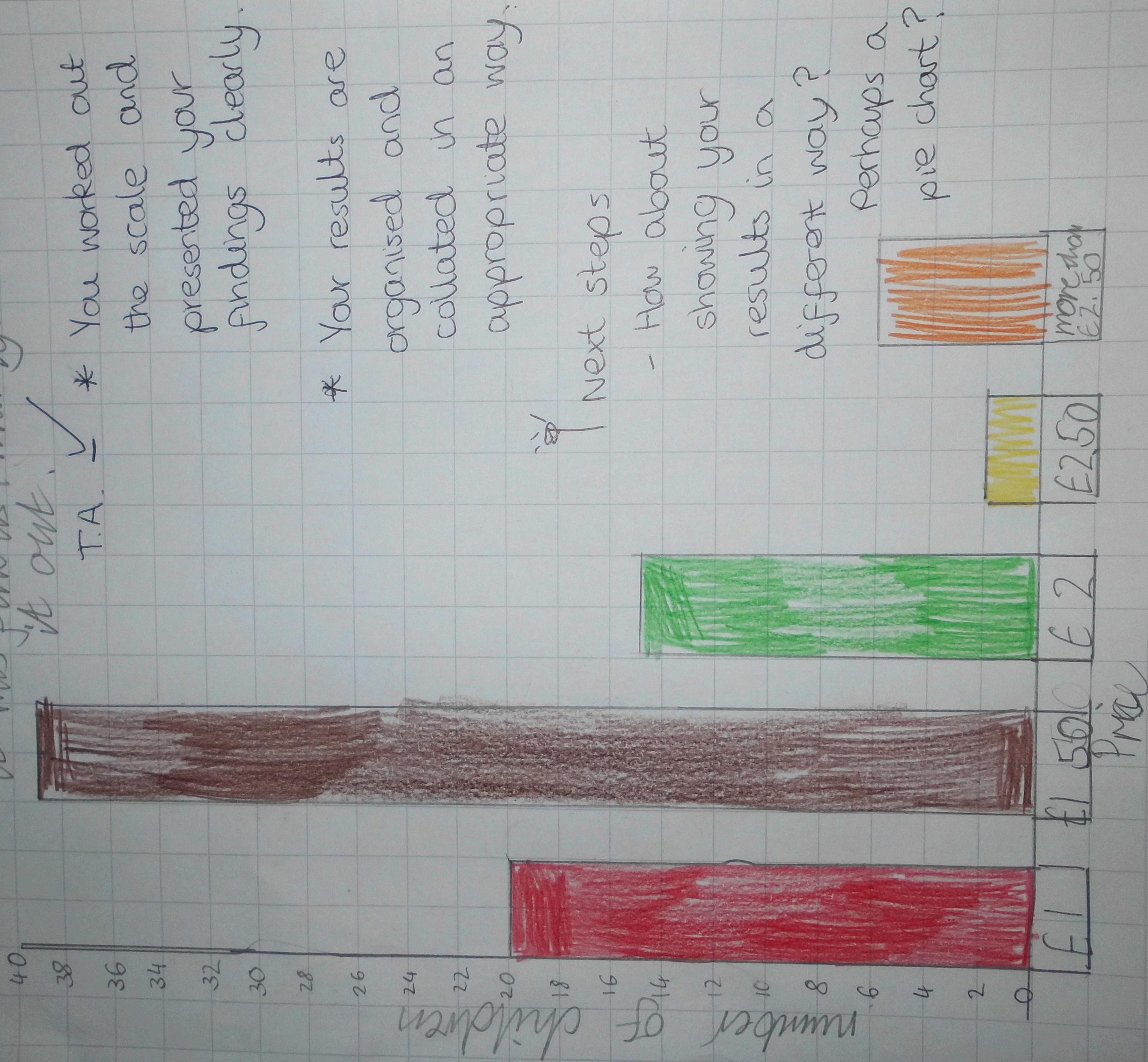
T.A. You have carried out a survey and gathered the information successfully!

Next steps - how about using tally marks next time?

6.1 2.1 8 ENGIN

The price P7 would pay for a rounder hot chocolate

• It was quite hard putting the information together but in the end it was fine as I managed to work it out. ✓



* You worked out the scale and presented your findings clearly.

* Your results are organised and collated in an appropriate way.

Next steps

- How about showing your results in a different way?

Perhaps a pie chart?

Enon What P7 would like to buy

T.A.

* Your bar

graph clearly shows which items are the most and least popular

