

**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	S35
Curriculum Area(s)	Numeracy/ICT
Level	Second
Stage(s)	P6

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**

As I **extend and enhance** my knowledge of features of various types of software, including those which help find, organise, manage and access information, I can **apply** what I learn in different situations. **TCH 2-03a**

Learning Intentions:

1. To carry out an investigation.
2. To gather information collaboratively using a variety of methods.
3. To collate, organise and communicate my results appropriately.
4. To extend and enhance my knowledge of ICT software.
5. To apply my knowledge of new software in different situations.

Success Criteria:

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

1. I can choose an appropriate topic on which to carry out an investigation / survey.
2. I can work with others to gather information using Tally Marks, Frequency Tables and ICT software.
3. I can sort data into a table or graph of my choice.

**After looking at model examples of a good bar graph and identifying what was wrong/missing from some inaccurate bar graphs, the children constructed their own SC for displaying data in a bar graph:*

-I can choose a suitable scale

-I can leave the same gap between my bars (discussed abbreviating labels or writing labels vertically)

-I can give my graph labels

-I can give my graph a title

-I can draw my bars the same size ('width' discussed)

3. I can explain the findings of a study using a table or graph.

4. I can explain how to use ICT software to carry out an investigation.

5. I can collect and input data using ICT.

5. I can use ICT software to collate and display data.

(All success criteria devised in partnership with pupils and referred to throughout learning experiences)

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**.

- Introduction to different methods of gathering information e.g. Tally Marks, Frequency Tables. – including an explanation of the many contexts and practical applications for data gathering and manipulation.
- Work in pairs or small groups pupils decide on a survey question, target audience and appropriate method of gathering and recording the results.
- Conduct a survey and record results in chosen format.
- Collate and utilise the data collected to display information clearly in chosen format e.g. Frequency Table, Graph and/or Pictogram.
- Explain findings in terms of most/least popular, more/less than etc.
- Develop and devise questions regarding pupil's display of information for peers to answer to ensure results are clear and understandable (**challenge**)
- Introduction to ICT survey generating software and apps.
- Create and conduct a survey using ICT software (**application**)
- Introduction to Excel as a method of data gathering, storing, manipulation and presentation.
- Input results of survey into Excel spreadsheet and use results to create a table/graph/chart to display findings (**application**)
- Link with John Muir planned activities. E.g. Bug Hunt- Frequency table and bar graph, Nature Hunt- Create frequency table and bar graph based on nature found in the playground such as leaves, trees, bugs, birds etc. (**breadth**)

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

DO – gather, collate and display data from survey.

WRITE – create graph/pictogram using correct scale, heading and labels.

DO - creating survey using ICT software.

WRITE – input survey results accurately into MS Excel.

SAY- explain findings of surveys.

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

1. I can choose an appropriate topic on which to carry out an investigation / survey.

Well done, you have chosen an appropriate topic for your survey. You have selected a closed question with a choice of four answers.

2. I can work with others to gather information using Tally Marks, Frequency Tables, and ICT software.

You worked collaboratively to gather information using tally marks and frequency tables. Next time, you could try gathering the evidence through a different means such as ICT. You could then compare these forms of data collection. E.g. Which one did you prefer? Why did you prefer one over the other? Which one was faster? Which one was more efficient?

3. I can sort data into a table or graph of my choice.
3. I can explain the findings of a study using a table or graph.

Well done, you almost always remember to include all features of a graph. Ensure that labels are always displayed on your graphs. Your data and presentation is accurate. You have chosen a suitable scale and left an equal width between each bar.

You have successfully answered questions which shows you have interpreted the information. You have also created your own questions to show your awareness of interpreting information.

Next time, you could try to explain the findings of your graph without question prompts.

4. I can explain how to use ICT software to carry out an investigation.

You are confident in explaining how to access both Excel and Microsoft Forms. You have clearly described how to conduct a survey using ICT and how to display information using ICT.

5. I can collect and input data using ICT.
5. I can use ICT software to collate and display data.

Well done, you have created a table to display information gathered from your survey and you have used this to create a bar graph. You have successfully added labels and a title to your electronic graph.

Next time, you could experiment with different types of graphs.

Initial group discussions with Q & A regarding the purpose and main concepts of data analysis provided an opportunity for immediate oral feedback to pupils as to whether they had grasped the key information, processes and purpose. The selected pupil was able to articulate their specific methodology and purpose clearly when prompted.

Pupil Voice:

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

What have you learned?

"I learned about what makes a good question for a survey. We talked about open and closed questions because if they could give any answer there might be too many responses and I would be difficult to put it in to a graph"

"I have learned how to gather information more quickly by using tally marks. This was quick for adding up the number of votes"

"I have learned all the things you need to have in your graph to make sure it is fully correct"

"I learned how to use the computer to collect information. Microsoft forms was really quick and easy because it did the graph for you. Excel was more difficult but it was still quicker than drawing it out by hand. We talked about how a business wouldn't draw out their graphs by hand. It was good because you could change the data really easily"

How have you learned?

"We learned all about graphs and data because we would have time on the carpet with [teacher]. We did stuff together on the board and then we would go back and try it ourselves. We learned by working with another person in our group and going to another class to ask our survey question. We also did a scavenger hunt all to do with graphs and frequency tables. I liked doing the survey question and graphs on the laptops"

What skills have you developed?

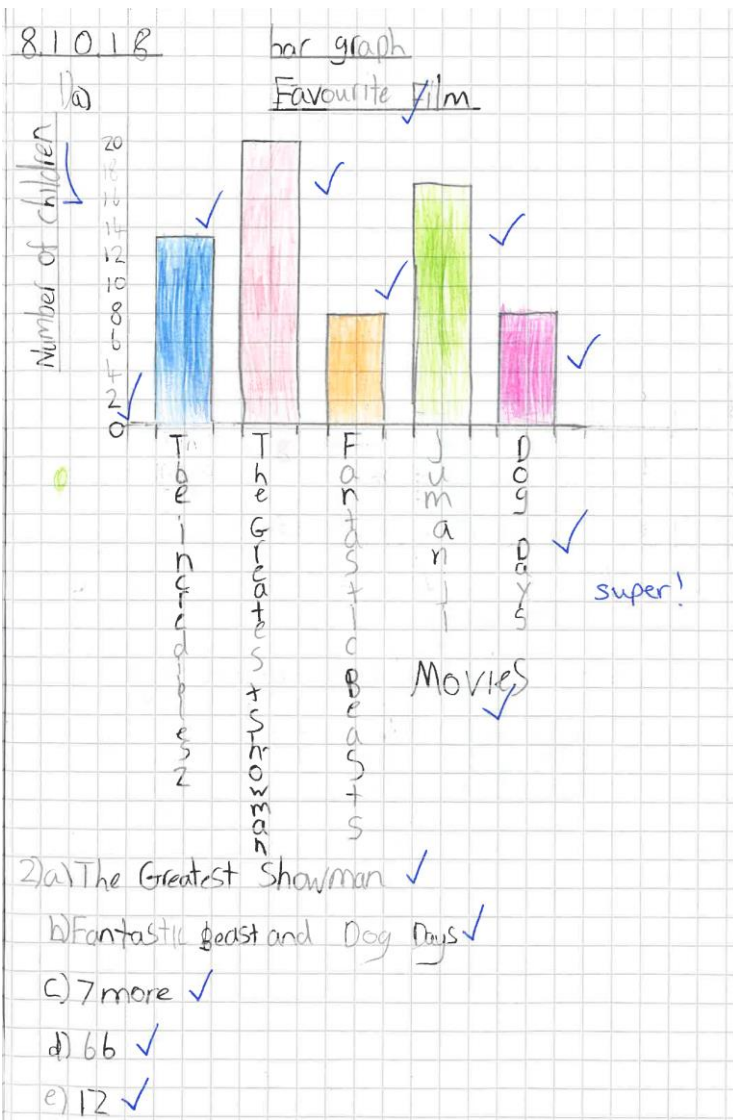
"I had never used the Microsoft Forms. I liked that and now I could do that on a laptop at home"

"I knew about frequency tables and bar graphs, but I used to forget to include all the features. My graphs are much neater than before"

"[Teacher] talked about working collaboratively. I liked that we were working with someone else for the survey because we came up with the question together and I wouldn't have wanted to go to the other class on my own"

Did the learner successfully attain the outcomes?

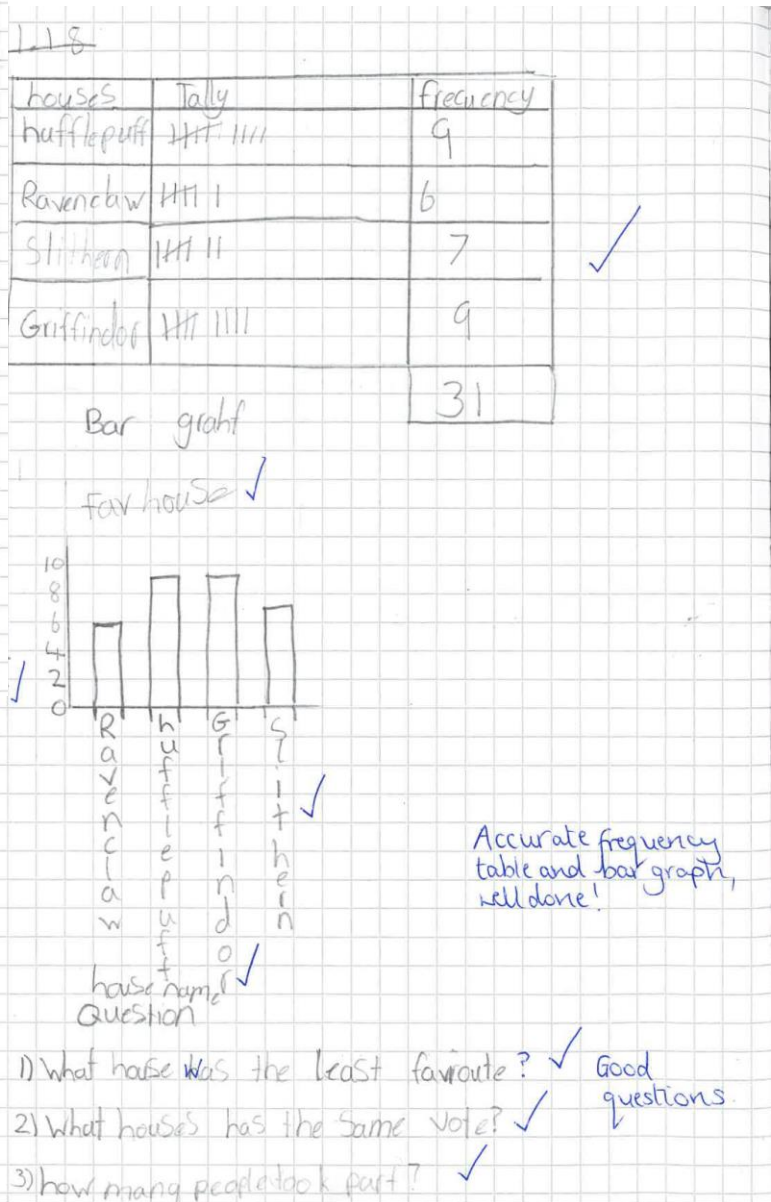
YES/NO



Success Criteria 3:

- 3. I can sort data into a table or graph of my choice.
- 3. I can explain the findings of a study using a table or graph.

(Shown at the bottom of jotter by answering questions relating to the information in the graph. The child has shown the ability to interpret and make sense of the information)



Success Criteria 1&2:

- 1. I can choose an appropriate topic on which to carry out an investigation / survey. The child has chosen a closed question, researching favourite Harry Potter Houses.
- 2. I can work with others to gather information using Tally Marks, Frequency Tables and ICT software. The child has worked with a partner to gather information, in the form of a frequency table, from another class. She has used this data and communicated it in the form of a bar graph too.

The creation of the child's own questions also links to **Success Criteria 3**, demonstrating the ability to interpret information by constructing her own questions.

Success Criteria 5:

- 5. I can collect and input data using ICT.
- 5. I can use ICT software to collate and display data.

Pictures 1 and 2 show the child has used Microsoft Forms to create a survey question. They then shared this with the pupils in the class in order to gain their response through voting on their laptop. The pie chart displays the data collected and updates as data comes in. (This software communicates the data for you)

Pictures 3 and 4 show the child has used Microsoft Excel to input data in the form of a table. From this data, she has created two variations of bar graphs.

Forms

Questions





2. What is your fav Harry Potter House?

Hufflpuff
 Ravenclaw
 Gryffindor
 Slytherin

+ Add question

2. What is your fav Harry Potter House?

[More Details](#)

	Hufflpuff	8
	Ravenclaw	6
	Gryffindor	11
	Slytherin	5



	A	B	C	D	E	F	G
1	fav harry potter houses	No. of Votes					
2	hufflpuff	9					
3	Ravenclaw	6					
4	Gryffindor	9					
5	Slytherin	7					

