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	S73
Curriculum Area(s)	Maths
Level	Second
Stage(s)	P7

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

I can display data in a clear way ~~using a suitable scale~~, by choosing appropriately from an extended range of tables, charts, diagrams and graphs, making effective use of technology. MNU 2-21a

I know and can demonstrate how to travel safely. HWB 2-18a

Benchmarks:

- Devises ways of collecting data in the most suitable way for the given task.
- Collects, organises and displays data accurately in a variety of ways including through the use of digital technologies, for example, creating surveys, tables, bar graphs, line graphs, frequency tables, simple pie charts and spreadsheets.
- Displays data appropriately making effective use of technology and ~~chooses a suitable scale when creating graphs.~~

Learning Intentions:

LI1: To carry out a survey

LI2: To gather and organise information

LI3: To display data using an appropriate graph or table

LI4: To communicate the results of a survey

LI5: To demonstrate knowledge of travelling safely

Success Criteria:

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

SC1: I can create questions for a survey on how safely children travel.

SC2: I can gather information for my survey and organise the information in a table. (Orally agreed that information should be recorded in a table with appropriate headings and totals but this could be tally or frequency)

SC3: I can display data using either a bar graph, line graph or pie chart. (These graphs were selected by the pupils as the possible appropriate graphs)

SC4: I can communicate my results to the JRSO committee to inform their Road Safety assembly.

SC5: I can highlight unsafe ways of travelling for the JRSO committee and give possible solutions.

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**.

Breadth: Variety of graphs to choose from (most appropriate) and choice of questions offers a breadth of application as well as personalisation and choice.

Challenge: To conduct a meaningful survey and draw appropriate conclusions to present to a committee within the school offers an extension

Application: Using data handling skills to draw conclusions for the JRSO committee is a meaningful way to apply those skills.

Learning Experiences

Introduce the skills using examples of graphs related to IDL topic (Conflict & Resolution) as well as a range of data from sports, music, financial graphs.

Variety of Edpax, textbook and teacher-made resources to teach and allow children to practice the skills required of collecting information, drawing graphs and drawing conclusions.

LI 1 & 2 – Children were challenged to conduct a survey (in pairs) to inform Primary 6 JRSO (Junior Road Safety Officers) committee of how safely children travelled. They created questions and collected and organised data.

LI 3 & 5 – Children drew their graphs by hand and analysed their data and combining their graphs and results in Excel/Word/Sway, particularly highlighting any results showing unsafe travelling practices.

LI 4 – Children met with JRSO committee to communicate results, JRSO committee were asked for feedback on data gathered.

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

SC1 – **Write:** questions relevant to the survey e.g. reflective clothing or wearing a helmet.
SC2 – **Write:** Draw an organised table to record your data.
SC3 – **Write:** Accurately drawn graph (labels, scale, bars/segments) that matches the data in the table.
SC 4 & 5 – **Say:** Short informal presentation communicating findings about unsafe practices with JRSO committee (JRSO to peer assess communication of results and how relevant their findings were on road safety)

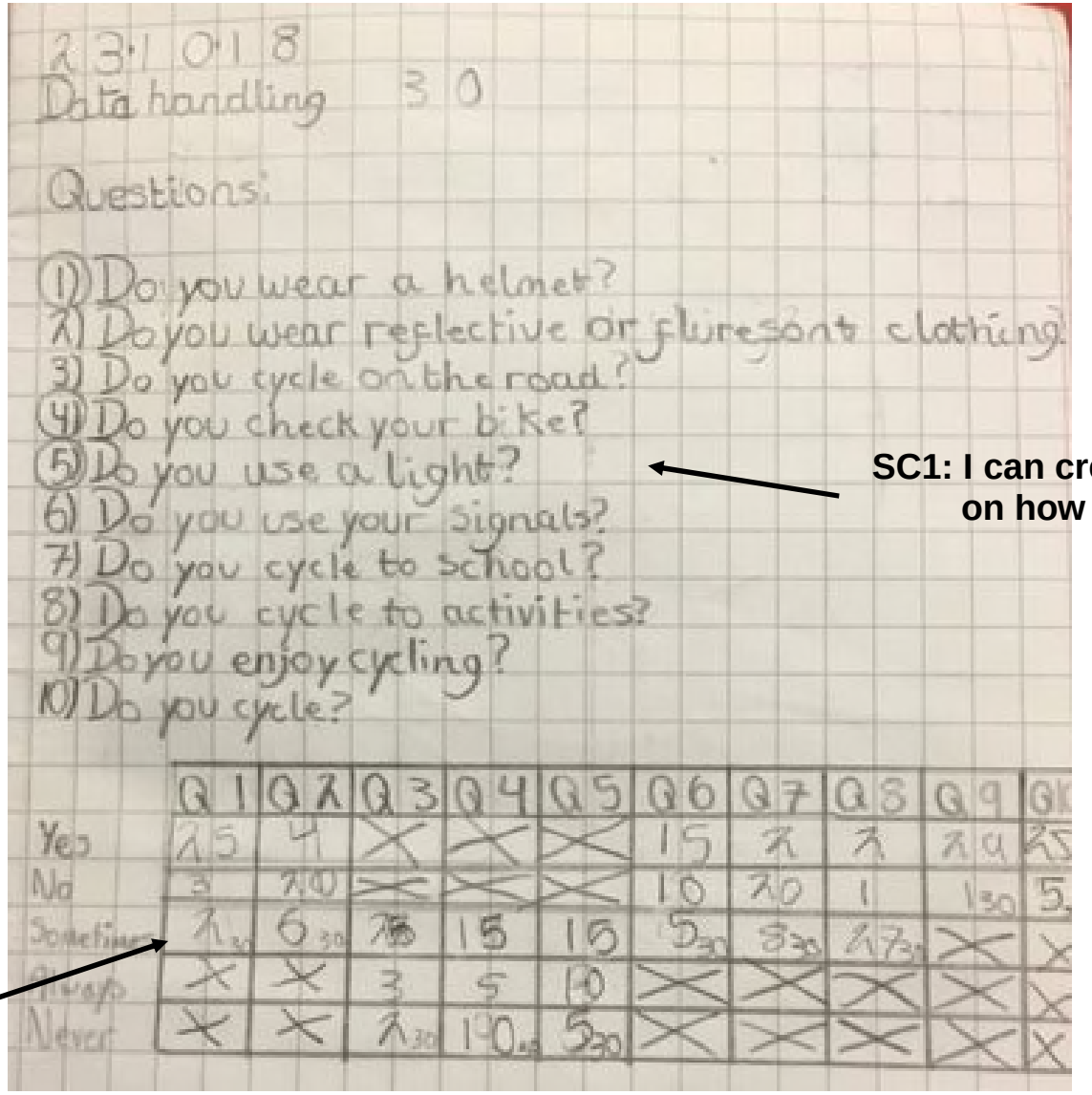
Briefly outline the oral/written **feedback** given to the pupil on progress and **next steps**, referring to the learning intention and success criteria.
(feedback blanked out in jotter to remove child & teacher's name)

SC1 – Excellent questions relevant to your survey. Well done!
SC2 – A very organised table with appropriate headings.
SC3 – Well done for challenging yourself to draw a pie chart with accurate segments and a key. You chose 3 unsafe results. Well done!
Next Steps: include either the number of children or percentage for each segment.
SC 4 & 5 – JRSO peer assessment: "[Child]'s results are really good, they show how many people are not travelling safely. We'll use this information in our assembly."

Pupil Voice:
What have you learned? How did you learn? What skills have you developed?

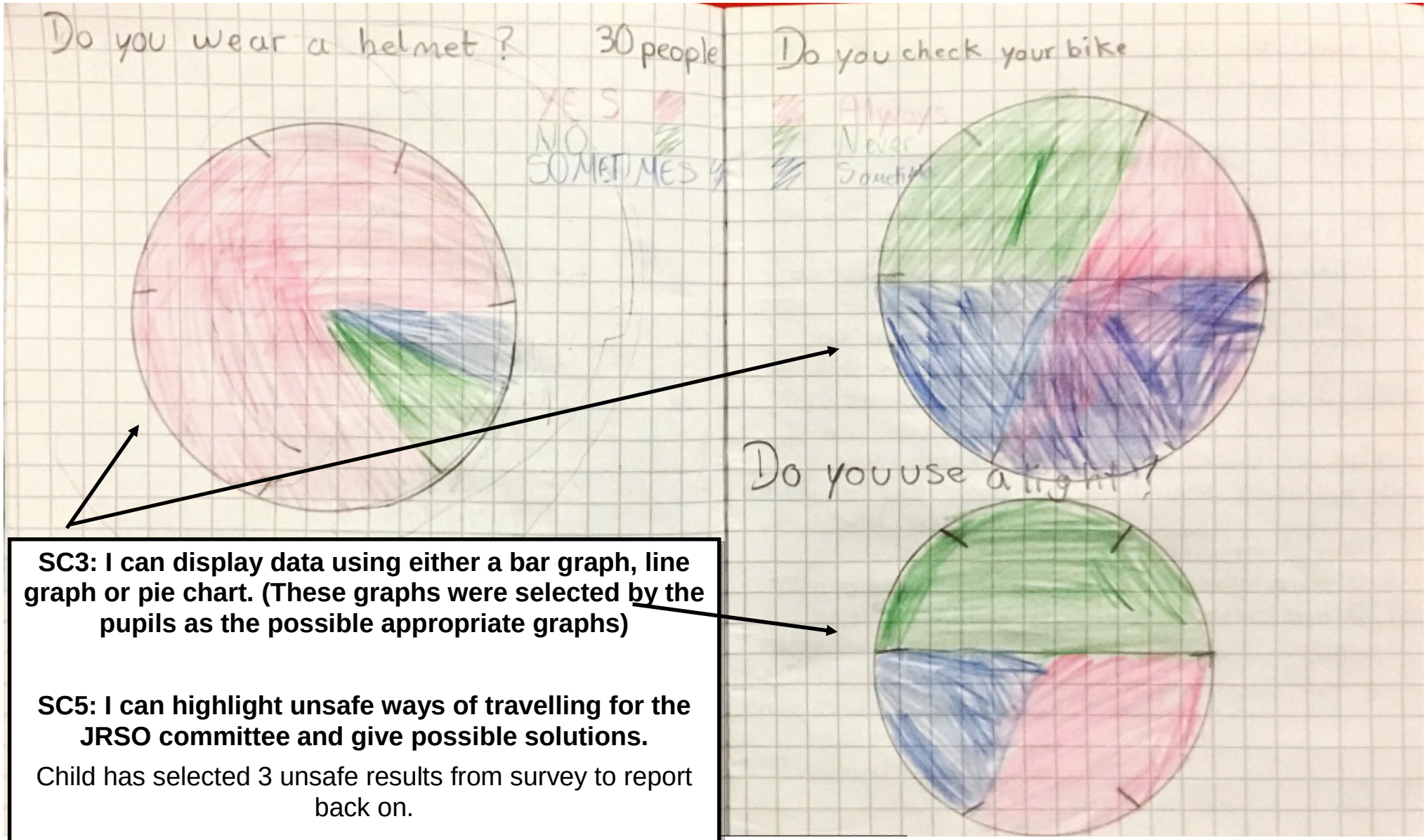
"I learned to take information from other people about cycling, to create the information in a pie chart. We took our information and we made a word document with the information and the solutions."
"We went to other classes to find out how many were safe and who weren't, we used protractors and computers to help us".
"I can create the table to record information and find information from it".

Did the learner successfully attain the outcomes? **YES/~~NO~~**



SC1: I can create questions for a survey on how safely children travel.

SC2: I can gather information for my survey and organise the information in a table. (Orally agreed that information should be recorded in a table with appropriate headings and totals but this could be tally or frequency)



SC3: I can display data using either a bar graph, line graph or pie chart. (These graphs were selected by the pupils as the possible appropriate graphs)

SC5: I can highlight unsafe ways of travelling for the JRSO committee and give possible solutions.

Child has selected 3 unsafe results from survey to report back on.

SC4: I can communicate my results to the JRSO committee to inform their Road Safety assembly.

(+peer assessment on PMT)

Survey result

Do you wear a helmet?

`Show that 25 people wear a helmet, 3 people don't wear a helmet and that 2

People sometimes wear a helmet.

Solution

Our solution to get them all to wear a helmet and that what the damages could be, how bad the damages could be and how much it would cost them. So maybe we could have an assembly or an iMovie at an assembly so then everybody in the school could know that they need to wear a helmet.

Do you check your bike?

Show that 5 people check their bike, 10 people never check their bike and 15 people sometimes check their bike

Solution

Our solution is to get everyone to check their bike because if they don't check their bike they won't know if their bike is broken if their bike is broken.

Do you use a light?

Show that 10 said always, 5 said never and 15 said that sometimes they use a light

Our solution to getting everybody to use a light shouldn't need a solution because its illegal not use a light