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	S79
Curriculum Area(s)	Numeracy
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

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. MTH 2-21a

Learning Intentions:

We are learning to carry out a survey.
We are learning to collate, organise and display our results using an appropriate graph and scale.

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

Learning intentions were displayed to the pupils and we co-constructed SC on how to conduct a successful survey and how to display our results. To help the pupils start to think about their SC they were asked 'what do you need to decide first when thinking about a conducting a survey'. This prompted pupils to think about both a question and their target group. Pupils were then asked what would the next steps be, this is where they came up with the next two SC. To generate the 4th SC pupils were asked how they would be able to record information if there were over 40 pupils with the same answer, would it fit on the page? At this point, the pupils then started discussing the need for a scale. Lastly, pupils were asked 'why would it be important to learn these skills?', one pupil suggested that the skills could be used later in life, hence after further discussion the last SC was added.

The following SC were agreed upon:
- I can create an appropriate question for P1 – P7's
- I can create a chart to record the information in tally form
- I can record the data in a table
- I can present my results in a bar graph with an appropriate scale
- I can identify where I might use these skills in other contexts

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 – Wider school involvement and extending the survey out with the classroom
Challenge – Children can select the level of difficulty of the graph; choose an appropriate scale; level of support given
Application – Identifying where these skills may be useful in other contexts
Personalisation & Choice – Children can generate their class question to investigate.

We began by introducing the LI and explained that we would be conducting a survey, ensuring that the pupils fully understood what was involved in this process. SC were then co-created with the pupils.
Pupils were asked to think pair and share to generate a closed question with three options for the survey.
The children were asked how they could best collect the information from the classes and decided a tally chart would be most appropriate. A tally chart example was created with the class for the children to recreate independently according to their survey criteria. Pupils were split into 7 mixed ability groups and allocated a target stage to gather information from. In their groups, they collected the information using tally marks and transferred the data onto a class results table on the interactive whiteboard.
Once the information was collated, pupils were asked how to display this information to accurately display results. A bar graph was selected as the best visual representation of the information gathered.
The children were presented with three varied levels of challenge and asked to select their preference using flexible groupings. The children were shown examples of the levels of challenges and differences were discussed.

Differentiation
Level 1 – Working with the teacher to compare answers from one year group only.
Level 2 – Working independently or within a group to compare one option, across all year groups.
Level 3 – Working independently or within a group to create a cluster graph to compare all options, across all year groups.

Plenary
The children discussed, in groups, how well they met each SC.
They then discussed different contexts where they may be able to apply these skills.
Lollypop sticks were used to take a sample of these answers.

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

Say – Co-create SC; Create an appropriate survey question; Identify where these skills may be used in other contexts
Write – Present the results in a table and a bar graph
Do – Conduct a survey and gather information accurately

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 within the lesson:
What an <u>appropriate question for pupils of all ages</u>, most children love ice cream and would be able to answer this question easily. You have clearly managed to <u>record your tallies and complete your tallies.</u> From looking at your graph I can see that you have <u>clearly created your bar graph</u> to represent your totals from your tally chart. What I also really like about your graph is you have clearly labelled your x and y axis so that anyone would understand what information your graph is representing.

Next steps:
Do you think you could use the information the class collected to create another graph that would include <u>a suitable scale</u>?

Further oral feedback:
Well done, I like how you have chosen to look at the school's favourite flavour to introduce the concept of a scale in your graph. Selecting a scale of 5 was an appropriate choice as the number of children voting for each ice cream was much larger this time. Using a scale helps to fit your graph on the page. Well done on challenging yourself with a more complex graph. Next time we could look at being even more descriptive in your title as remember this survey didn't ask all the pupils within the school however it did ask all the A classes.

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

"I learned how to pick a closed question that P1's to P7's could answer."
"Working with my partner I went to a class and put their votes into a table in my jotter, we compared answer to make sure we were right."
"In my first bar graph I did not change the scale but I did for my second one as there were more pupils."
"I could use these skills I learned when making a bar chart if I had a shop and I wanted to compare profits for each year."

Did the learner successfully attain the outcomes?   <mark>**YES**</mark>**/NO**

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. MTH 2-21a

Learning Intentions:

We are learning to carry out a survey.

We are learning to collate, organise and display our results using an appropriate graph and scale.

Success Criteria (co-created with the pupils):

• I can create an appropriate question for P1 – P7's
• I can create a chart to record the information in tally form
• I can record the data in a table
• I can present my results in a bar graph with an appropriate scale
• I can identify where I might use these skills in other contexts.

Context for learning:

Pupils were asked to work in groups to carry out a survey on a sample of pupils across the school. Pupils were then asked to collate, organise and present their results in an appropriate way.
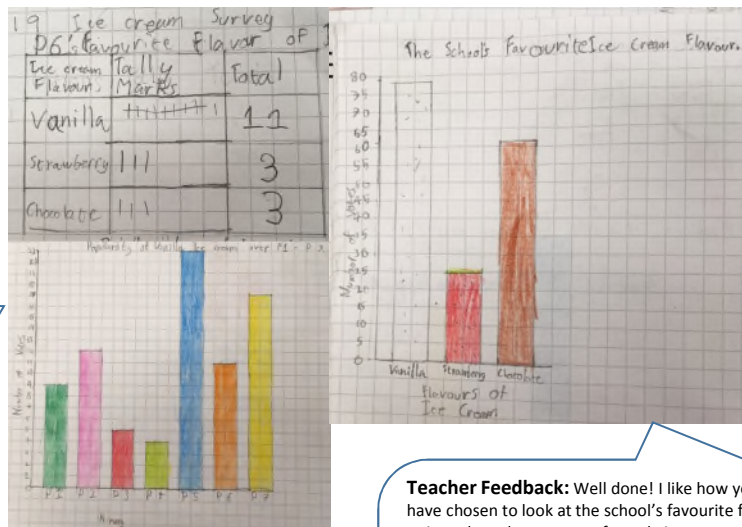

Pupil Voice:

"I learned how to pick a closed question that P1's to P7's could answer."
"Working with my partner I went to a class and put their votes into a table in my jotter, we compared answer to make sure we were right."
"In my first bar graph I did not change the scale but I did for my second one as there were more pupils."
"I could use these skills I learned when making a bar chart if I had a shop and I wanted to compare profits for each year."

Teacher Feedback:

Well done, I can see you have selected an appropriate question for pupils of all ages, most children love ice cream and would be able to answer this question easily.
You have clearly managed to record your tallies and complete your tally chart.
From looking at your graph I can see that you have clearly created your bar graph to represent your totals from your tally chart.
What I also really like about your graph is you have clearly labelled your x and y axis so that anyone would understand what information your graph is representing.

Teacher Feedback (Next Steps):

Do you think you could use the information the class collected to create another graph that would include a suitable scale?

Teacher Feedback: Well done! I like how you have chosen to look at the school's favourite flavour to introduce the concept of a scale in your graph. Selecting a scale of 5 was an appropriate choice as the number of children voting for each ice cream was much larger this time. Using a scale helps to fit your graph on the page. Well done on challenging yourself with a more complex graph.
Next Steps: Next time we could look at being even more descriptive in your title as remember this survey didn't ask all the pupils within the school however it did ask all the A classes.

Differentiation Level:

Pupil chose to complete the task at differentiation level two, working independently comparing across all year groups

Level: Second
Stage: Primary 6

Evidence of learning:
Say – Co-create SC; Create an appropriate survey question; Identify where these skills may be used in other contexts
Write – Present the results in a table and a bar graph
Do – Conduct a survey and gather information accurately