

Regional Improvement Collaborative: West Partnership Practitioner Moderation Template (PMT)

J14

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.

Evidence Code	J14
Curriculum Area(s)	Numeracy
Level	Early Level
Stage(s)	Primary 1

Experiences and Outcomes (highlight the relevant aspects of each E and O):

- I have explored numbers, understanding that they represent quantities and I can use them to count, create sequences and describe order. (MNU 0-02a)
- I use practical materials and can 'count on and back' to help me understand addition and subtraction, recording my ideas and solutions in different ways. (MNU 0-03a)
- I can collect objects and ask questions to gather information, organising and displaying my findings in different ways. (MNU 0-20a)

Learning Intentions:

- We are learning to use tally marks.
- We are learning to count on to find the total number.
- We are learning to show information in different ways.

*Learning intentions are in child-friendly language to ensure learners understand their learning intention during the lesson.

Benchmarks:

- Explains that zero means there is none of a particular quantity and is represented by the numeral 0.
- Recalls the number sequences forwards within the range 0-30, from any given number.
- Identifies and recognises numbers from 0 to 20.
- Uses one-to-one correspondence to count a given number of objects to 20.
- Counts on and back in ones to add and subtract.
- When counting objects, understands that the number name of the last object counted is the name given to the total number of objects in the group.
- Asks simple questions to count data for a specific purpose.
- Applies counting skills to ask and answer questions and makes relevant choices and decisions based on the data.
- Contributes to concrete or pictorial displays where one object or drawing represents one data value, using digital technologies as appropriate.
- Uses knowledge of colour, shape, size and other properties to match and sort items in a variety of different ways.

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

Lesson One:

We are learning to use tally marks.

We are learning to count on to find the total number.

1. I can draw one tally mark to represent the number 1.
2. I can explain that one tally mark represents one object.
3. I can draw 4 lines and a score to show 5.
4. I can explain why we use tally marks.
5. I can count the lines to find the total number.

Children were asked to co-construct success criteria - "How do we use tally marks?"
Learners responded saying:

- *'We draw little lines'.*
- *'We draw one line when we see one thing'.*

I prompted children again, asking, "What do we have to do when we are using tally marks?" Learners responded saying:

- *'We have to count all the lines to see how many we have and see'.*
- *'We have to draw a line that looks like a one. Or we draw more lines if we have a big number'.*

All of the learners' answers were added to the success criteria for the whole of lesson one.

Lesson 2:

We are learning to show information in different ways.

We are learning to count on to find the total number.

6. I can collect objects to count using tally marks.
7. I can use tally marks to count objects around me.
8. I can explain what my tally marks mean.
9. I can draw 4 lines and a score to show 5.
10. I can count the tally marks to find the total number.

Children were asked to co-construct success criteria based on lesson ones learning.
"Yesterday, we were learning about tally marks. How do we use them successfully?"

- *'We need to draw the lines, the lines that look like number ones'.*
- *'When we get to almost 5, we need to draw just 4 lines and the cross that goes across it'.*
- *'We have to do lots of hard work and counting'.*

Learners' answers were incorporated into the days learning. Their language was also modelled.

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 in the Classroom

- Numeracy resources, to encourage counting and exploration, are displayed and accessible daily in the play-based learning environment.
- Previously taught one-to-one correspondence and counting objects within a group.
- Daily counting of numbers from 0 and beyond 20.
- Addition strategies have been taught using concrete materials. Learners have partitioned a whole number.
- Children have previously been taught to use a range of concrete materials in class for addition and counting e.g. *bricks, blocks, wooden rods...*
- Children have been learning inside within the play-based classroom, outside within the outdoor classroom and playground and also spend one-day a week at the Park.
- Children have previously explored the park area and completed a check-list exercise of objects found in the park.

Lesson One – Learning to use tally marks.

- During this lesson, I will introduce the new learning to the whole class.
- A picture will be used as a stimulus. This picture will contain many objects that will be counted together by the class. I will model drawing tally marks as the children in class identify and count what they can see in the picture.
- I will then point towards my tally marks and use questioning to introduce new learning and challenge learners e.g. *'Why have I written this and not a number?' 'What are these lines?'*
- The learning intention will be written down, with visuals, and used verbally at the beginning and throughout the learning.
- Children will be asked *'Do you know what tally marks are?'*, *'Can anyone tell me what tally marks are?'* and *'Have you written tally marks before?'*
- *Connection will be made to tally marks and their purpose in the world of work and when we might use them in class or at home.*
- After introducing the LI, I will ask learners to help construct the SC. Their ideas will be incorporated.
- I will use a small counting task as an example to model counting up tally marks and writing tally marks.
- Children will complete 3 tasks on rotation with 3 adults (Class teacher, SfLW and student teacher).
- 3 Tasks:
 1. Writing tally marks to match a number.
 2. Using concrete materials to create different numbers and count on.
 3. Using a picture to count and tally mark objects found.
- All learning will be revisited at the end of the lesson during a sharing circle and use of work completed will be shown.

Lesson Two - learning to show information in different ways.

- During this lesson, I will recap previous learning on tally marks. This will take place inside the classroom environment.
- Use of a 'Show Me' activity on whiteboards e.g. *show me 5 in tally marks, show me 6...*

Introduce the lessons learning intention and use questioning to begin to co-construct success criteria.

- Learners will complete their task, collecting information (objects from the park) and writing it in tally marks.
- Children will work in pairs to collect particular objects outdoors and will then record how many they have found using prior teaching, tally marks. This provides learners the opportunity to apply a newly learned skill.
- Learners will have choice about which objects outdoors to collect.
- Children will share their findings during a sharing circle back at school. Children will peer-assess use of tally marks.

Record the planned assessment that will be gathered to meet the success criteria considering **breadth, challenge and application**.

Lesson One:

LI - Learning to use tally marks.

LI - Learning to count on to find the total number.

1. I can draw one tally mark to represent the number 1.
2. I can explain that one tally mark represents one object.
3. I can draw 4 lines and a score to show 5.
4. I can explain why we use tally marks.
5. I can count the lines to find the total number.

Say:

- What one tally mark means (**Achieved – evidence below**)
- When you would use tally marks in the real world (**Achieved – evidence below**)
- How to successfully write tally marks as a 5 (**Achieved – evidence below**)

Do:

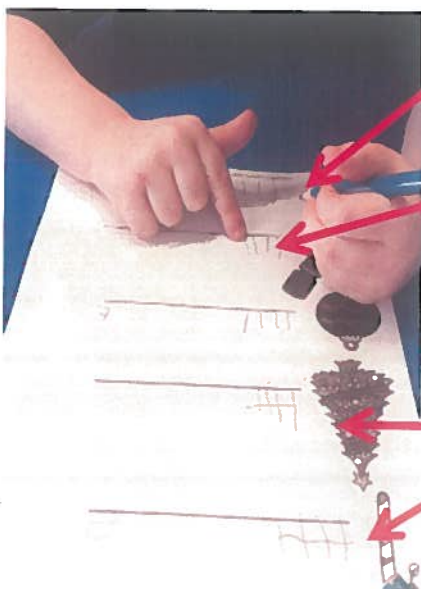
- Drawing tally marks to represent different numbers (**Achieved – evidence below**)

Do:

- Count tally marks and concrete materials to find a total (**Achieved – evidence below**)

Evidence/Record of Assessment from lesson one;

Child A



Learner displayed the ability to record/draw one tally mark when counting only one object (**S.C 1**)

Learner displayed good counting and 1-2-1 correspondence during this activity. Child A was counting the tally marks to find the total number for each object (**S.C 5**)

Learner illustrated that they could record 5 tally marks in the correct form drawing 4 lines and a score (**SC. 3**)

Child A

Child A was using the concrete materials to make 10. Child A spotted that 5 add 5 equals 10 and could use the wooden rods to add. Evidence of Child A **overtaking learning** and grouping objects to count.

Child A also used concrete materials to display how to display 4 lines and a score and a range of numbers between 0 and 15. Child A used 1-2-1 correspondence to check the answer and count the total (**S.C 5 and S.C 3**)

Conversation between class teacher and Child A:

Class Teacher: *When might we use tally marks in class? Or at home?*

Class required a further prompt.

Class Teacher: *When we were playing a game on Friday, I was using tally marks for something. Can anyone remember?*

Child A: *We were writing them for the people who got the right sound... who got the right answer. And then we used the tally marks for points! (**S.C 4**)*

Conversation between class teacher and Child A:

Class Teacher: *If we have one thing, how do we write that as a tally mark?*
(Asked during lesson 1, task 3)

Child A: *One line down. (Child A wrote the first tally mark on the sheet)*
(**S.C 1 and S.C 2**)

Class Teacher: *What would happen now? (CT holding up a fifth object to record) We are going to have 5 Christmas trees now so how to do we write that?*

Child A: *You do 4 lines and a score. Like this! (Child A drew it correctly on the sheet). (**S.C 3**)*

Lesson Two –

LI - Learning to show information in different ways.

LI – Learning to count on to find the total number.

6. I can collect objects to count using tally marks.
7. I can use tally marks to count objects around me.
8. I can explain what my tally marks mean.
9. I can draw 4 lines and a score to show 5.
10. I can count the tally marks to find the total number.

Say:

- Explain what tally marks are. (Achieved – evidence below)
- Explain what the tally marks mean. (Achieved – evidence below)

Do:

- Record/draw tally marks when counting/collecting objects outdoors (Achieved – evidence below)

Do:

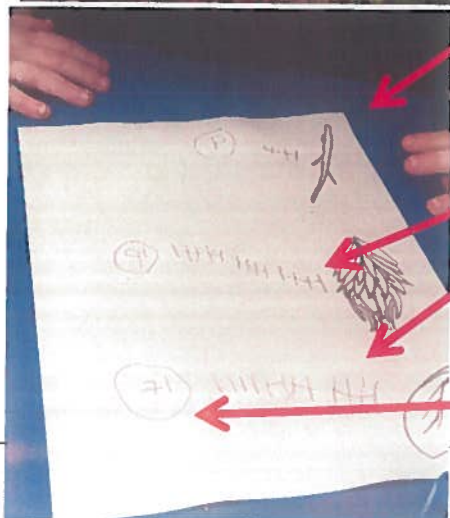
- Count objects collected (Achieved – evidence below)
- Count the total of tally marks (Achieved – evidence below)

Evidence/Record of Assessment from lesson two;



Child A worked with friends in the park to choose objects to collect and count! (S.C 6).

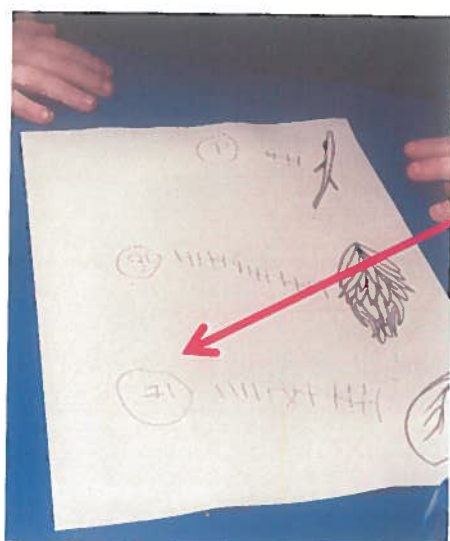
Child A chose a selection of sticks, pine cones and leaves to be counted back in the classroom.



Child A was successfully using tally marks to record how many pine cones, sticks and leaves had been collected (S.C 7)

Child A successfully applied the rule '4 lines and a score' to draw 5 total marks in a group (S.C 9)

Child A used 1-2-1 correspondence to count the total items they collected (S.C 10) and wrote the total number at the end of the tally marks (S.C 10)



Child A was counting beyond 15 and was able to recognise that for every 4 tally marks you write, it needs a score.

So when approaching 10 and 15, Child A said, 'There are 4 lines we will need a score next!'. Child A was very excited about this and shared this learning with friends. **Evidence of learner overtaking learning** in class.

Conversation between class teacher and Child A:

Class Teacher: *What does one tally mark mean again *****?*

Child A: *If we have one tally mark then we go onto the next tally mark which would be 2. (S.C 8)*

Class Teacher: *You'd be absolutely right. There is only one tally mark to the leaf though. Can you explain what that means? What information does that tell us?*

Child A: *It means that we have counted one leaf. (S.C 8)*

Class Teacher: *How many tally marks do we have next to the leaf now?*

Child A: *We have 4 tally marks. That means we are going to get to 5 soon. (S.C 8)*

Class Teacher: *What information does that tell us about how many leaves we've seen?*

Child A: *We have seen 4 leaves! (S.C 8)*

Class Teacher: *Ok, so how many leaves do we now have?*

Child A: *(Child counts to 9 with 1-2-1 correspondence) 9! (S.C 10)*

Class Teacher: *Yes. Good counting. We have 9 leaves so far. What does that mean is going to happen? Have a look at your tally marks.*

Child A: *You're going to put your score.*

Class Teacher: *Why's that?*

Child A: *Because we are nearly going to get to 5 again. (S.C 8)*

**Class teacher takes one more leaf out of the bag.*

Class Teacher: *How many leaves have we seen now?*

Child A: *(Counting the tally marks) 10! (S.C 10)*

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

Lesson One:

All feedback given to Child A was done orally. Child A was given **verbal feedback** based on the learning intention and success criteria in lesson one. I used Child A's completed work and the concrete materials used during the activities to deliver feedback and next steps.

- *'Today, I can see from your brilliant worksheet that you have been successfully writing tally marks. Look at all those tally marks on the sheet'.*
- *'I can see that you were counting the tally marks to see how many of the different Christmas things we had. I can see the number at the end of the line. Good counting today well done'.*

Child A's **next steps** are to count from 5 and add on. This is a counting and addition skill that will be incorporated to all aspects of numeracy in the class. Child A's next step was to also gather objects to count and use new skill of tally marks.

Lesson Two:

All feedback given to learners was done orally. Child A was given **verbal feedback** based on the learning intention and success criteria. I used Child A's piece of work as an example of where Child A has been successful.

- *'Having a look at your sheet, I can see that you have successfully drawn 4 lines and a score which equals 5. I can see that you have drawn the tally marks and have done really good counting. I can see that you have written the total of tally marks and circled it'.*
- *'I would say that your next step is going to be counting numbers after 20 and to think about how else we could get and gather information'.*

Child A's **next steps** are to continue to explore numbers beyond 20 and build confidence when identifying and writing numbers. In regards to information handling, Child A's next step is to read different charts to gain information and ask questions to improve understanding.

Pupil Voice:

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

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Lesson One:

- Class Teacher: *This morning we were learning something new in class, can anybody tell me what we were learning?*
- Child A: *We were learning to... draw... ta...*
- Class Teacher: *(Verbal prompt given)*
- Child A: *Tally marks! We were writing tally marks.*
- Class Teacher: *That's right. This morning we were learning to use tally marks. What did we learn about them?*
- Child A: *I learned about tally marks. They're not just called lines they are called tally marks.*
- Class Teacher: *Absolutely. Is there anything else you can tell me?*
- Child A: *You can count, you can be counting like things. You can be counting something. You could count like how many octopuses.*
- Class Teacher: *Great answer. What would you do if you wanted to write 5 tally marks? What if you had 5 octopuses?*
- Child A: *You draw 4 lines and then a cross. A score!*
- Class Teacher: *How did you learn that today? How did you learn to write tally marks?*
- Child A: *Miss ***** helped us!*
- Class Teacher: *(Prompt given – points to resources used)*
- Child A: *We used lines and a big board and said how many people wanted the Christmas things. We used a big picture.*

Lesson Two:

- Class Teacher: *What did you learn to do today?*
- Child A: *To write tally marks...*
- Class Teacher: *Absolutely. What else have you learned about today?*
- Child A: *I've learned to know that they aren't just called lines they are called tally marks.*
- Class Teacher: *They are called tally marks. What about when we were at the park?*

Child A:

We were collecting things in the park to count and then do this in class. We were learning to count too.

Class Teacher:

Why do you think we were collecting all this stuff?

Child A:

To count them and write tally marks.

Did the learner successfully attain the outcomes?

YES/NO