


Evidence L1

Monday, February 21, 2022 12:23 PM

EVIDENCE	 L1
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Regional Improvement Collaborative: West Partnership Moderation Conversation Guidance



Use the questions below to guide moderating conversations.

Constructive and supportive feedback that represents the views of the group must be provided.

Practitioners may also use this template as a reflective tool when planning learning and teaching and submitting assessment evidence.

Highlight the following:

Curriculum Area(s)	Languages	Maths	Sciences	Social Studies	Expressive Arts	Technologies	RME	HWB
Aspect	Literacy	Numeracy	Health & Wellbeing					
Level	Early	First	Second	Third	Fourth			
Evidence Code	L1							

Planning	Experiences and Outcomes <ul style="list-style-type: none">Is there coherence amongst the Experiences and Outcomes selected?Are the relevant aspects of each Experiences and Outcomes highlighted/identified? <p>The relevant aspects are highlighted. We appreciate why the EXA E and O was included, however it is not covered in as much depth throughout the session. Perhaps could have been bundled with another MNU. We appreciate that this might have been bundled with the numeracy due to following the interests of the child.</p>
	Learning Intentions <ul style="list-style-type: none">Do the Learning Intentions clearly state what the learner should know, understand and be able to do by the end of the learning experience?Is clear language used and does it reflect the wording and standards within the Experiences and Outcomes? <p>The learning intentions should be context free, these LIS are perhaps more suitable to success criteria. A suitable example could be, 'We are learning to explore numbers'</p>

Assessment	Benchmarks
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	<ul style="list-style-type: none"> Have the Benchmarks been used to support the creation of the Success Criteria? <p>Yes</p>
	<p>Success Criteria</p> <ul style="list-style-type: none"> Are the Success Criteria clear, relevant and outline measurable definitions of success? Do they link to the Learning Intention/s and clearly outline what the learner needs to do to achieve the learning? <p>SC2-4 are measurable. It is less clear on how to measure success for SC1. Potential change could be 'I can find numbers in books and stories'</p> <p>SC4 could written in more child friendly language.</p>
	<p>Are there appropriate and coherent links between the selected Experiences and Outcomes, Benchmarks, Learning Intentions and Success Criteria?</p> <p>Yes it all links. Perhaps more emphasis on the EXA E and O as this is not explored through the LI/SC in as much detail.</p>

Learning Experiences, Planned Assessment, Evidence and Evaluation

- Reflect upon the planning. Does it:
 - offer and range of quality learning experiences?
 - demonstrate aspects of the design principles? (Challenge and Enjoyment; Breadth; Progression; Depth; Personalisation and Choice; Coherence; Relevance.)

A range of learning experiences are offered through different activities and resources. There are clear opportunities for choice and personalisation. The experiences are led the children. Opportunities to use skills in different ways provide opportunities for learners to develop a depth of learning.
- To what extent does the task promote higher order thinking skills? (Analysing, Applying, Creating, Understanding, Remembering, Evaluating)

Sequencing activities and application of the skills in different contexts is evident.
Clear opportunities to create numbers in different ways.
- In what ways do the range of assessment activities meet the Success Criteria?

The activities allow for the learners to meet the SC by following the interests of the children. The lessons were well resourced and provided a good choice for the learners.
- How do the range of assessment activities demonstrate, breadth, challenge and application of learning?

There us a real breadth of assessment approaches and activities.
Challenge is evident, e.g. number lines, Numicon
Application – learners apply their learning through the context of the art experience and in a range of other ways.
- Does the learning activity/experience enable the teacher to gather evidence against the set criteria?

Yes it is clearly linked to the SC.
- Does the teacher's evaluation of learning reflect the standards within the Experiences, Outcomes and Benchmark statements?

Yes

Feedback and Next Steps

- Does the feedback annotated on the evidence link to the Success Criteria?

Teacher has made reference to feedback, it might have been useful for a few annotation of what this was and how it linked to the SC.

Learners are involved in the feedback process.

- Are the learner's strengths and appropriate next steps identified?

Yes and appropriate next steps have been identified.

Pupil Voice

- Is there evidence of the learner's involvement in planning, evaluation of their learning and within the assessment process?

Yes, it was very child led and learners have been encouraged to evaluate their own learning.

Attainment of Attended Outcomes

- Does the evidence allow you to determine whether the learner has attained the intended outcomes? **Yes/No**

If not, why not?

Experiences and Outcomes, Learning Intention and Success Criteria not linked	
Pupil Voice not evident	
No evidence of breadth of learning	
No evidence of challenge (higher order thinking skills)	
No evidence of application of skills	

Any other comments:

We felt that the evidence demonstrated that the learner had met the intended outcome for the MNU E and O but more breadth and depth of learning would need to be evident for the EXA E and O.

We really enjoyed looking through this evidence, it was lovely to see learner interests being followed and such a range of experience on offer. Thank you!

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

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	L1
Curriculum Area(s)	Numeracy
Level	Early Level
Stage(s)	Nursery

Planning	<p>Experiences and Outcomes (highlight the relevant aspects of each E and O):</p> <p>MNU 0-01a I have <u>explored numbers</u>, <u>understanding</u> that they represent <u>quantities</u>, and I can <u>use</u> them to <u>count</u>, <u>create sequences and describe order</u>.</p> <p>MNU 0-02a I can <u>create</u> a range of <u>visual information</u> through <u>observing</u> and <u>recording</u> from my experiences across the curriculum</p> <p>EXA 0-04a</p>
	<p>Learning Intentions:</p> <ol style="list-style-type: none"> 1. We are exploring numerals from 0 to 10 2. We are learning to count forwards from 0-10 3. We are learning to order numerals from 0 to 10 4. We are learning to create a number line from 0 to 10 5. We are learning to identify quantities

Assessment	<p>Benchmarks:</p> <p>MNU 0-02a Identifies and recognises numbers from 0 to 20</p> <p>Recalls the number sequence forwards within the range 0-30, from any given number</p> <p>Recalls the number sequence backward from 20</p> <p>Orders all numbers forwards and backwards within the range 0 to 20</p> <p>Uses one-to-one correspondence to count out a given number of objects to 20</p>

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

SC1: I can explore numerals using books/stories.

SC2: I can say numbers forwards from 0-10

SC3: I can order numerals from 0 – 10 to make a number line

SC4: I can match quantities to the corresponding numeral

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**.

Experience 1:

A variety of numeracy story books were put out for the children to look at. The children chose a book to read by raising their hands. They chose “One Mole Digging a Hole” by Julia Donaldson. The children took time to explore the pictures in the book and spontaneously called out the numbers ranging from 1-10. Following this the children asked if they could make their own number line using numeral picture cards that are available in the playroom.

Experience 2:

Practitioner took the learning forward by revisiting the book chosen by the children, this was used as a prompt for counting forwards and backwards following the children’s lead. The children discussed their favourite animals in the story, as they did this the children started touch counting ranging from 1-10. The practitioner offered support and encouragement throughout the experience building the children’s confidence and offering reassurance.

Experience 3:

Practitioner encouraged the children to use different resource materials to support their counting. The children chose Numicon and small numeral cards, they spread the Numicon tiles onto the floor along with the numbers. The children placed the numerals on the floor first then placed the corresponding Numicon tile above or beside it while they continued to count forward in attempts to place them in order. During this time the children freely offered each other support and encouragement as they explored their resources.

Experience 4:

Practitioner offered the children an arrangement of creative resources to make their own number line. The book chosen by the children was placed in the creative area for the children to refer to.

The children chose different numbers ranging from 1-10 making reference to the corresponding characters in the book. The children talked about the number they had chosen and counted the creative resources they would need to represent it. The children

took their time and discussed with each other which number they wanted to create. After they had made their picture the children then picked creative materials to represent a number or drew the numeral onto their picture themselves.

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

Assessment techniques used to evaluate the children's learning were:

SAY: Children can recite numbers 0 to 10 in the correct sequence

MAKE/DO: Children created a number line in order from 0-10

Children counted out the appropriate quantity of resources to represent the numeral they had chosen.

In relation to the success criteria the children achieved the following:

Children can use touch counting to support their forward number word sequences.

The children can use numerical vocabulary when making reference to decisions and personal choice.

The children can make and create their own number line.

Children explored quantities in relation to numerals.

Children had the opportunity to explore a variety of creative resources to provide breadth and challenge to their learning.

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

The children were given praise and encouragement and the opportunity was taken to provide challenge when the children explored various resources e.g. books, Numicon tiles, numeral picture cards and creative resources. The children had opportunities to support each other as they worked together to make their number line.

Next steps in learning: To support children in learning number sequence backwards from 10 to 0. This could be supported throughout the nursery inside and out exploring the children's existing ideas and interests.

Children's Voices

What have you learned?

Child 1: "I can count using lots of books".

Child 2: "That lots of books don't have a zero in them".

Child 3: "I can use my fingers to help me to count to ten".

Child 4: "I can count all the way back to zero".

What things did you use to help you to learn?

Child 1: "I used the Numicon to make numbers and count to ten".

Child 2: "My friends helped me when I got stuck"

Child 3: "I started at zero when I got mixed up, it helped me to count to ten".

Child 4: "I just use me brain, all my numbers are in there".

What things can you do, say or make that helped you when counting.

Child 1: "I can use all the numbers and Numicon to count to ten".

Child 2: "I liked using the pompoms to make my picture of number eight.
When you put them together it looks like the number".
(Child put two pom-poms together to make the shape of 8)

Child 3: "I think Julia Donaldson doesn't know you should put a zero at the start of her book of numbers, that's why there in none in this book".

Child 4: I think the Mole digging the hole in this story buried the zero under the ground".



Lessons One and Two

I have explored numbers, understanding that they represent quantities, and I can use them to count, create sequences and describe order.

MNU 0-02a

LI: We are exploring numerals from 0 to 10

SC: I can explore numerals using books/stories

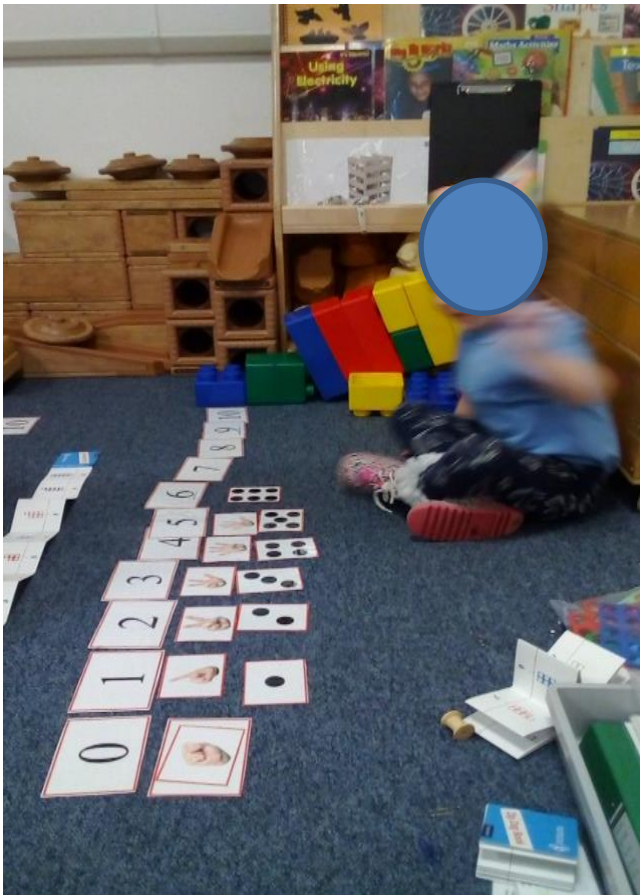
Lesson Three

I have explored numbers,
understanding that they represent
quantities, and I can use them to
count, create sequences and
describe order.

MNU 0-02a

LI: We are learning to count
forwards from 0-10

SC: I can say numbers forwards
from 0-10



Lesson Four

I can **create** a range of **visual information** through **observing** and **recording** from my experiences across the curriculum

EXA 0-04a

LI: We are creating our own number line from 0 to 10

SC: I can make my own number line.

I have **explored numbers**, **understanding** that they **represent quantities**, and I can **use** them to **count, create sequences and describe order**.

LI: We are learning to identify quantities

SC: I can match quantities to the corresponding numeral



"I've got 7 green pom-poms to make my frogs."