

# Department of Education and Children

*Rheynn Ynsee as Paitchyn*

**Chief Executive Officer  
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Date:

redacted

Ref:

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## **Moderation of Numeracy Record 2018-19**

Date – 8/5/19

School – Arbory

Moderators – redacted

Class teachers – redacted

Activities During Visit – evidence from books, teacher's planning, file of evidence to support work conducted implementing Maths Mastery within the school and it's impact.

Evidence of in house moderation – Yes – lesson observations and book scrutinies.

Numeracy Training Attended - Yes

Verbal feedback given – Yes to the maths coordinator.

## **Moderation Focus Points for development from previous visit and progress against these:**

### **Comments**

Thank you for the warm welcome and the quiet place to work. A discussion with the maths coordinator provided a very useful insight into maths within the school.

Maths Mastery was implemented within the school nearly 2 years ago, using a whole school approach. It was a priority on the SIP. Attention has been given to the allocation of resources to support a mastery approach. The maths coordinator explained that a lot of work has been put into its implementation and that it is now secure across the school. Progress of mastery has been monitored with lesson observations, individual support for teachers and book scrutinies.

The maths coordinator reported that it has had a positive impact on all levels within the school, especially the children who were struggling with certain mathematical concepts. A lot of work has been put into transition, for example between reception and year 1, with the year 1 planning being shared with reception teacher for the summer term so vocabulary can be taught and children become familiar with it.

A good selection of evidence was provided by the maths coordinator to support how maths mastery has been implemented. Eg data, tracking information.

The maths coordinator stated that she is working with one of the teachers who has supplied evidence for a child in their class as the teacher had transitioned from year 6 to year 3 and this was reflected in the evidence provided. She stated that this is work in progress and recognised that the evidence was not to the same standard as the other evidence provided.

A range of evidence was provided for the moderation including children's books, copies of the electronic tracker for the seven strands, medium and short term planning and photographs.

## Individual Students

### Year 6

re  
d

This child was assessed as level 4b and evidence provided supported this judgement.

### Year 5

re  
d

The teacher assessed this pupil as working at level 4b and evidence provided supported this judgement.

### Year 3

r  
e

The teacher assessed this child as working at level 2b and evidence provided supported this judgement. The evidence for this child was weak in comparison to the other children but as stated above the maths coordinator had already discussed this with the moderators and has recognized this. Support has been given and will be ongoing.

### Year 2

re  
d

The teacher assessed this child as working at level 2b and evidence provided support

**The moderators recognise the vast amount of work the maths coordinator and staff have put into implementing Maths Mastery over the last 2 years. The overall evidence demonstrates that this is secure across the school.**

## Areas for development

**In some cases there was a heavy reliance on worksheets. (classroom secrets) A whole school approach on how to adapt the activities on the sheets to make them more practical would be beneficial. This would also improve the quality of evidence.**

**Continue to work on consistency of teaching and evidence gathering across the school.**

**Develop the use of pupil voice and growth mindset within the teaching of maths.**

Signed (Moderator) –

Date –

Signed – (HT)

Date -