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Moderation of Numeracy Record

Date: 9th May 2017

School: Andreas

Moderators: [redacted](#)

Class teacher: [redacted](#)

Activities During Visit: Moderation of maths evidence, interview with two children, spoke with Headteacher.

Evidence of 'in-house' moderation activities: Internal moderation took place in February 2017

Moderation Training for Teachers Attended: Yes

Oral feedback provided during visit: Yes, to Headteacher

School Context

The Maths Co-ordinator confirmed internal maths moderation had taken place this year. Maths is not on the SIP. It had been 3 years ago to tackle progress within Maths.

Moderation Focus

The moderation team looked at work from four pupils, two who are currently assessed overall as level 2b, and two at 4b. The pupils came from two classes. The school provided evidence from both boys and girls.

There was evidence that the 7 strands document was being used in both classes and teacher's tracking sheets were included. There was also evidence of differentiation when comparing the books of the children.

Comments

Thank you for the warm welcome and for the organisation for the visit to go ahead. All of the work was readily available, organised and collated, clearly using the 7 Strands, enabling the moderation activity to take place with ease.

The moderators were given books containing the children's work. All pieces of work were labelled with the relevant 'I can' statement. There were annotated notes from the teacher, which were very helpful in gaining context. There was clear evidence that the 7 strands document is being used, including individual pupil tracking sheets.

The children were a delight to talk to and are a credit to their school. It was clear that Maths was being taught effectively and children were able to approach tasks with a variety of strategies with confidence.

Individual Students

redacted

Teacher assessed redacted at 2b.

The moderators agreed with this judgement and also agreed he was working towards level 2a in some areas (evidence provided for MA4 would support this). Work in the pupil's book showed evidence of work ranging from 1b to 3b and was clearly labeled with statements from the 7 Strands document. There is a clear system in place that allows the child to choose their own level of challenge by choosing from four different coloured worksheets. Although certain areas, such as calculations, were lacking in written evidence,

it was clear from speaking to [redacted] that he was comfortably working at this level.

[redacted]

Teacher assessed [redacted] at 2b.

The moderators agreed with this judgement. Initially, there was concern that a lot of evidence had been collected verbally and evidence in [redacted] maths book was mainly in the form of worksheets. However, on speaking with [redacted] and observing some independent Maths group work in the classroom it was evident that worksheets were being used to consolidate learning and not as the sole activity. Children in the class were working on open-ended maths tasks independently.

Although his book contained little evidence of AT2 (Calculating), [redacted] was able to show confidence in all the I can statements in this section when we spoke and was brimming with enthusiasm when sharing a variety of strategies that his 'teacher had taught him'. This was a thoroughly enjoyable conversation and it was clear that [redacted] was accessing enriching maths lessons and activities regularly.

A 'Mastery' activity in [redacted] book had given him opportunity to investigate maths at his level even further. This is something that could be offered more regularly and possibly shared across the school.

[redacted]

Class teacher assessment 4b.

The moderators agreed with this judgement. The evidence showed a progression in objectives being covered throughout the year. Teacher's comments were positive and always gave next steps for learning. It was made clear whether [redacted] has achieved the objective or not. The books showed that [redacted] had a choice of which challenge he completed and these ranged from 4c-5c. Some evidence came from Science investigations and self assessment was a particular strength.

The moderators would suggest a wider variety of opportunities for [redacted] to be able to apply his knowledge on some open ended tasks, and word

problems to consolidate his understanding at level 4b.

redacted

Class teacher assessment 4b.

The evidence provided supports this and the moderators agreed with this judgement but also noted that much of the evidence was level 4a work which redacted appeared to be capable of. Work was clearly labeled with statements from the 7 Strands document and there was a good system (W.W.W.-what went wrong) for the pupil to have involvement with what they thought their next steps should be.

Areas for Development

Pupil choice of challenge was a strength but the moderators wondered whether children received feedback on whether or not they were choosing appropriately.

More opportunities for children to apply knowledge and skills, including more opportunities for problem solving.

More involvement of children in target setting.

Signed – Moderators
9/5/17

Signed – HT

Date: