



# Department of Education, Sport and Culture

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

**Date** – 7<sup>th</sup> May 2019

**School** – Andreas Primary School

**Moderators** – redacted

**Class teachers** – redacted (Science Co-ordinator)

**School Context** – There are 98 children on roll. The school has 4 classes Reception/Y1, Y2/3, Y4 and Y5/6. The Co-ordinator teaches Science in the Y2/3 class and the Year 5/6 and has been co-ordinating Science for the past 3 years.

Science is not currently on the SIP but was part of previous plans from 2016-2018 over two cycles (Year A and Year B). The focus was on the consistent teaching and learning of Science across the school. Changes were made then, to the curriculum document making sure that coverage was consistently maintained across the mix of classes (these change year on year). There are on-going discussions with staff and pupils at the end/beginning of each year to track the curriculum areas covered.

In-house moderation is part of the normal school cycle, this happens twice a year in the Autumn and Summer Terms. The school's end of year data across the board has improved, with more level 5C's being achieved since

Science has been targeted. The long term results are good and remain fairly consistent despite the constant change in cohorts.

The school uses the Science Strands document to assess from, and they have their own Programme of Study (1999).

**Activities During Visit** – Moderators met with the Co-ordinator. Assessment material was reviewed, and the science evidence provided was moderated. The pupils, who were available, were then interviewed.

**Evidence of in house moderation** – Twice, annually (see above)

**Science Training attended including Science Cos** - Science Co-ordinator attends Co-ordinators' meetings and is a member of the Science Moderation Team.

**Verbal feedback given** – Yes to Headteacher and Science Co-ordinator.

**Moderation Focus** - Two pupils assessed at 2a and two pupils assessed at 4a. Focus was on overall attainment and use of data within science.

**Overall Comments:**

The school was warmly welcoming with offers of drinks, and a room provided for the moderators to work in without being disturbed. The Co-ordinator made themselves available throughout the day for questions. The pupils, who were available for interview, were polite and responsive and happy to share their thoughts. They appeared enthusiastic about this area of learning.

The Co-ordinator had prepared evidence for assessment, work was marked and science strands, that had been achieved, were highlighted for each child.

**Individual Students:**

**Student 1(Y3) & Student 2 (Yr2)**

Level: 2a

Evidence provided: Science Folders for each child relating to SC3/4; maths books with evidence of data handling; written records of group investigations undertaken; pupil and teacher observations.

**The Moderators agreed with this level for both pupils because:**

The students were enthusiastic about this subject and were able, when

asked, to articulate which parts of the group work they had contributed to. The Y3 pupil could identify what they would do differently next time and both children could highlight how to stay safe in the areas of work undertaken.

The Y2 pupil when asked about how Science links to everyday life was able to say it can help you make healthy food choices, and would help you look after your teeth.

Whilst coverage shows that areas of SC1 are being addressed some investigations have the potential to progress the learning further by using the foci in the 'discussing, explaining and evaluating' strand further: i.e after drawing up results, the child could complete their investigations by reflecting on what could be done differently next time, and by making their own recommendations about what data to collect/measure and how to do this.

There was also good evidence of the use of Scientific Vocabulary.

### **Student 3 Yr6**

Level:4a

Evidence provided: Science and Maths books which contained written records of investigations, evidence of data handling; and curriculum work relating to units: SC2 and SC3 . There were also teacher's observation notes.

**The Moderators disagreed with this level because:** Whilst this child appears to be a potential candidate for a level 4a, she was not available for interview on the day. This may have provided the additional evidence needed to firm up her assessed level which presently stands at a level 4b, working towards a level 4a.

### **Student 4 Yr6**

Level: 4a

Evidence provided: Science and Maths books which contained written records of investigations; evidence of data handling; and curriculum work relating to units SC2 and SC3. There were also teacher's observation notes.

**The Moderators agreed with this level because:** written evidence provided and verbal evidence from the pupil interview supported the assessment.

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## **Strengths:**

1. It is evident that Science is taught regularly throughout the school and that there is a clear structure in place. Pupils interviewed enjoyed Science especially the practical aspects of it.
2. There was a good emphasis in KS2 on the teaching of Scientific skills, especially the interpretation of data, drawing conclusions and evaluations.
3. The long term results of the school have improved.
4. Regular in-house moderation of Science takes place (twice a year).
5. The present Science Curriculum has been adapted to meet the needs of the composite classes in order to give breadth of coverage and to avoid overlap/gaps when children transfer from one year group to another.
6. Written feedback in books shows key questions are being used to extend children's learning further and to address misconceptions. It would be good to see this extended into a dialogue with the child (this most likely happens verbally, but is not evidenced in their work)
7. Scientific vocabulary is being supported, and this is evidenced by how consistently and appropriately the children use it in their written work.
8. There was a varied assortment of tasks and activities in the books, not just fair testing and, or classifying.
9. 'Famous scientists' and other similar topics which are being taught in the Autumn Term across the school are allowing children to lead their learning and to further develop SC1 skills.
10. Science is enhanced by an enthusiastic teacher who is leading learning in this area.

## **Areas for development:**

1. Increase the use of ICT to present data in different forms i.e. using negative numbers, showing the mode etc.
2. Target setting and next steps to be made available to the children.
3. Consider giving more time for pupils to reflect on: improvements to their investigations, working methods, and time to reflect on links to the real world.
4. Teachers appear to use the current Programme of Study (1999) consistently, however the programme may benefit from being reviewed and some units updated so that there are stronger cross curricular links with the topics covered throughout the year.
5. Think about addressing the amount of challenge pupils are given in generating their own scientific questions for investigating and exploring; and ensuring that there is progression in terms of pupil autonomy when using this skill.

Signed (Moderator) –

Date –

Signed – (HT)

Date -

Signed (Moderator) –

Date –

Signed – (HT)

Date -

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