



Department of Education, Sport and Culture

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Date: 24.06.19

Moderation of Numeracy Record

Date: 21st June 2019

School: Anagh Coar

Moderators: redacted

Class teacher: Evidence provided for four children across four classes.

Activities During Visit: Discussion with Head. Moderation of maths evidence. Moderators did not feel it necessary to speak to children.

School Context

Headteacher provided moderators with school context. See separate document attached.

Moderation Focus

The moderators looked at work from four pupils who are currently assessed overall as two at level 2b, two at 4b. The pupils came from a Year 2, Year 3, Year 4 and a Year 6 class.

There was evidence that the 7 strands document was being used in most classes as an assessment tool. Evidence submitted included Maths Books, Maths Folders, annotated seven strands.

Pupils

Child A

Teacher assessed Child A as working within 2b.

Overall, the moderator agreed with this judgement.

Maths lessons followed on from previous activities to ensure small steps were being made each time. Teacher feedback related to the task and identified next steps.

Child A was completing Year 3 challenges at 'Developing' in 'Varied Fluency', 'Reasoning' and 'Problem Solving' (according to Classroom Secrets) across a number areas of Maths suggesting a level 2b overall.

Child B

Teacher assessed Child B as a **2b with elements of 2a** ticked off on the Seven Strands tracker.

The moderators felt that Child B was a secure 2a and was now already working toward a level 3c in all areas.

The evidence submitted was excellent. It is obvious that Child B is given every opportunity to explore maths. There was an abundance of examples of AT1. Teacher/Child dialogue referred back to the task, offered next steps and was always honest and constructive.

The activities suggested that Child B is given opportunities to deepen understanding and consolidate learning a concept rather than just being 'rushed on' to achieve a statement on the next level of the strands.

Child C

Teacher assessed Child C as a 4b.

The moderators agreed with this judgement and also with 4a objectives that had been achieved.

However, the moderators felt that a lot of the evidence consisted of worksheets that only gave the child opportunity to 'do' maths and didn't offer much in the way of a gaining deeper understanding. There was little evidence of practical activities or AT1.

Child D

Teacher assessed Child D as 4a.

Although evidence submitted from January, the moderators agreed that Child D had achieved the majority of statements at 4b and was also achieving enough to be working within 4a. There were also some objectives from 5c but not enough to have an impact on overall level.

This was another example of high quality maths! The moderators were particularly impressed with the honest teacher/child dialogue after each session. Child D's self-assessment was a real strength and the fact that time is allocated for this is something the school should be very proud of. Child D has been given a wealth of opportunities to spend time on a given concept, and then explore at a deeper level. Classroom Secrets had been used to offer Child D challenges at a 'Greater Depth'.

Development points:

Evidence submitted for Child B and D showed quality practice in regards to Teacher/Child dialogue and assessment. This could be shared amongst all staff to ensure consistency. Though the moderators do recognize this may be a result of staff turnover. Similarly, the opportunities for deeper understanding and good practice regarding AT1 is something that could be shared.

With a view to the new assessment document being released this year the moderators believe that cross school moderation would ensure that staff were not under-assessing, and ensure consistency and confidence. It would also give some staff the opportunity to share their good mastery practice with other schools.

Signed

Moderators : [redacted](#)

Date: 21.06.19

Headteacher: