



Department of Education, Sport and Culture

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Date: 09.05.18

Date – Tuesday 8th May 2018

School – Ballacottier School, Clybane Road, Douglas IM2 2ST,

Moderators – redacted

Class teachers - redacted

Evidence of 'in-house' moderation activities – Yes, detailed notes supplied showing book scrutinies with different feedback for each year team.

Moderation Training for Teachers Attended – No due to clash with validation. Met with moderation team on separate date.

Oral feedback provided during visit? - Yes to DHT and Maths Co-ordinator

Focus Moderation

To look at evidence collected by the class teacher to assess an overall level for a child at either 2b or 4b.

Strengths

There was evidence of self assessment higher up the school.

A Target book was provided for 1 child and the moderators assume that this is followed through the school.

Work is marked and helpful feedback given to the children.

Tracking sheets are used and appear to follow the children through the school.

The maths co-ordinator clearly has a good grasp of the strengths and weaknesses through the school and provides good support for her colleagues.

Maths Displays were evident in corridors.

Individual Pupils

Child A - The moderators agree that they are a 2B, however some of the tasks were not a good match for the I can statements e.g. 24.1.18, technically showing adding 2 , 2 digit numbers, however the moderators would have expected to see examples such as $27+12$ or $56+28$ rather than $70+10$ or $40+20$. Other activities did not match at all e.g. an activity with a statement of "Count down in 2's" clearly showed the child counting up in 2's.

Child B - The Moderators agree that they are working at a 2B.

Child C - The Moderators agree that they are a very secure 4B, with many elements at 4A.

Child D - The Moderators agree that they are a very secure 4B, with many elements at 4A and higher e.g. the activity on 20.10.17 involves measuring angles to the nearest degree which is a 5C activity. The activity on 23.11.17 involves finding the perimeter of irregular polygons which is part of a 5B target.

Areas for Development

There was little evidence of problem solving, is this an area that is regularly taught? We asked the two Level 4 children two problem solving questions, and they both really struggled with it. On paper both of them were very able mathematicians, however this would seem to indicate that whilst they understand the concepts they struggle to apply them to real world problems.

E.g. I have a bag with blue and green marbles in it. For every 3 blue, I have 5 green. I have 24 marbles in total, how many are blue? (This question was designed to generate discussion, if the children weren't sure about ratio & proportion.)

A page in my book has 246 words. How many words are on 6 pages.

Note

Take care to ensure that all of an *I can* statement is achieved and not just part of it e.g. Child C, 20.2.18 "I can interpret simple line graphs". The full statement is "I can construct and interpret simple line graphs". It was good to see that credit was not given for the part that was not done, but we were unable to find evidence of the child constructing a graph on another date.

Signed –

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