



# Department of Education, Sport and Culture

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Date: 8<sup>th</sup> February 2019

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

Date – 8<sup>th</sup> February 2019

School – Ballasalla Primary School

Moderators – redacted

Class teachers – redacted

Activities During Visit – Evidence from books and other sources and interviews with pupils

Evidence of in house moderation – Maths moderation completed – pupil progress meeting with Head teacher

Numeracy Training Attended – Training in March for southern cluster

Moderation Meetings Attended – Attended previously

Verbal feedback given – Yes

## **Moderation Focus**

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

Recommendation from previous report did not highlight any areas to be addressed on the next moderation visit.

## **Comments**

- Thank you for the very warm welcome
- Evidence of use of mastery further developing across the school
- Two teachers working on mastery however still a concern from Maths coordinator how it currently matches up with the 7 strands.
- Some teachers using Hamilton with some moving over towards mastery. Comment about the benefit for the lower level students from mastery teaching
- Evidence provided very clear, dated and easy to ensure students match the levels provided.
- Evidence of intervention with pupil progress meetings with head-teacher
- Students spoke very highly about their love of maths

## **Individual Students**

The moderators agree with the levels provided. A short summary below

### **Pupil 1 / 2– Year 2 2b**

Lots of evidence provided that students are working at a 2b. Evidence provided show a possible over reliance on worksheets. Very detailed plans provided and annotations provide evidence of ongoing assessment to feed into future planning. However it is really clear how the work matches up with the 7 strands.

### **Pupil 3 – Year 5 4B**

Lots of evidence of independent work from the student rather than over use of worksheets. Student clearly a 4b based on the evidence provided. Tracker for all level 4 objectives in book allowing opportunity to stretch to sublevel above however not much work in book associated with the sublevel above yet. Feedback comments in book promote future learning. Evidence of problem solving activities.

## **Pupil 4 – Year 6 4B**

Evidence provided support judgement of 4b with further evidence of working at sublevel above and below so teaching isn't narrowly focussed solely on the 7 strands document. Good variety of evidence provided showing practical activities. Evidence of problem solving activities.

### **Areas for development**

More opportunities for Year 2 to use more hands on equipment. This could be happening however the evidence provided did not fully show this. During student discussion the year 2s mentioned use of some apparatus (counters, 100 square in lessons) Recommend: Evidence in the form of photos.

Ensure consistency of marking throughout some student work – some work highlighted hadn't been marked and was incorrect.

More opportunities for students to apply their understanding of problem solving. Example: Students were able to solve  $\times 10,100$  questions but weren't apply to initially apply this knowledge to a functional problem solving question.

Signed (Moderator) –

Date –

Signed – (HT)

Date -

