



Department of Education, Sport and Culture

Rheynn Ynsee, Spoyrt as Cultoor

**Chief Executive Officer
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Date: 10.05.19

Dear redacted

Maths Moderation Report

School – Ballaugh Primary

Moderators – redacted

Class teachers – redacted

Maths Co-coordinator redacted

Evidence of 'in-house' moderation activities – yes, books checked in house.

Moderation Training for Teachers Attended – Yes

Oral feedback provided during visit - Yes to Head Teacher and Maths co-ord

Moderation Focus

Focus on children working at 2b and 4b.

Notes:

Thank you for your warm welcome and quiet place to work (and access to tea and coffee!).

It was good to talk to redacted and hear how mastery training is starting in house – redacted is leading this.

Current practice is that teachers are moving towards mastery this year, using Hamilton as a curriculum. Maths is a target for maths co-ordinators to find a successful path for mastery for the school. Staff are keen to embrace mastery, which is due to start across the school in September.

Tracking sheets are still used against the strands, but it is recognised that these will need changing with the move to the new system. The mastery small steps have been cross referenced with the strands for the interim period. Currently only yrs 5/6 are trialing mastery fully. Resources are being developed to help the transition.

Individual Pupils

Children 1 & 2: Both were assessed at working within 2b, the moderators agreed with this judgement. There was a variety of evidence offered, including some photographs showing work and reference to cross-curricular links.

After meeting the children, their enthusiasm and willingness to 'get stuck in' was evident. Please thank them for their enthusiasm!

Children 3 & 4: Both were assessed at working within 4b. The moderators agreed with this judgement. The work was very clearly organised with much more detailed and levelled labeling, this made the moderation process easy to do – thank you. There was also much more evidence to support the judgements.

Having met the children, it was good to see their confidence tackling some problems, well done girls!

Areas for Development

It was good to see some mastery rhetoric already making an appearance within the work. There was some evidence of problem solving, but it would be useful to see more – hopefully the move to a mastery approach in September will address this. The school may wish to consider including more self-assessment in the books – smiley faces, traffic lights, learning pits, etc.

Signed (Moderators) –

Date –

Signed – (HT)

Date -

redacted

