



# Department of Education, Sport and Culture

*Rheynn Ynsee, Spoyrt as Cultoor*

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## **Moderation of Science Record 2018**

**Date** – Wednesday 16<sup>th</sup> May 2018

**School** – Ballaugh Primary School

**Moderators** – redacted

**School Context** – There are 69 children on roll, 4 teachers including the Headteacher. KS2 is mixed Reception/KS1, Y3/4, Y5/6. This is a single site school operating continuous provision. The Science Coordinator/SLT left 4 weeks prior to the moderation. Science has not been a school focus in the SIP recently, but has linked in with the move to outdoor learning and activities. In September 2019 the school is looking to slim down the curriculum, and as part of this they will be looking at the Science Curriculum.

Focus on staff performance targets this year was on Science Data, targeting performance and looking at how to inform practice

School data shows that children achieving L3 in science has increased in the last few years. Attainment at L5 during that time, have remained constant.

**Activities During Visit** – Moderators met with the Headteacher, reviewed assessment material, moderated science evidence provided and interviewed pupils.

**Evidence of in house moderation** – Headteacher says staff meet to discuss children who are flagged up during pupil progress meetings.

**Science Training attended including Science Cos** –

Previous Science Co-ordinator attended coordinators' meetings, this is to be addressed by the employment of a new Lead Teacher, in September.

**Verbal feedback given** – Headteacher not available due to a pre-scheduled meeting. Highlights from the visit were emailed informally afterwards.

**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. 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 Y2 and Y5 teachers had prepared evidence for assessment, work was marked and science strands that had been achieved were indicated on all relevant work. The Y5 teacher had included annotated Science Strands document to match the pupils' work.

The school showed over all that science is taught methodically and to a high standard.

**Individual Students:**

**Student 1** Y5

Level: 4a

Evidence provided:

Movies of the children's discussions with regard to their experiments were provided alongside exercise books, labelled diagrams charts and graphs, and annotated strands document. A verbal discussion with the pupil took place too, summarising their work and how they felt about science as a whole.

**The Moderator agreed/disagreed with this level because:**

Evidence shows that he is a secure Level 4a working towards level 5c in some of the SC1 criteria: he shows strong scientific knowledge and use of science vocabulary when concluding and evaluating using his data,

interpreting and presenting this competently. There were some different ways of presenting data, including bar charts and a line graph. He showed he could suggest improvements to his work, with each experiment concluded and evaluated.

### **Student 2 Y5**

Level: 4a

Movies of the children's discussions with regard to their experiments were provided alongside exercise books, labelled diagrams charts and graphs, and annotated strands document. A verbal discussion with the pupil took place too, summarising their work and how they felt about science as a whole.

#### **The Moderator agreed/disagreed with this level because:**

His written work indicated that they have made steady progress throughout the year in their understanding, this was also confirmed in interview. This pupil came across strongly in their verbal understanding confirming that this child is a secure level 4a.

### **Student 3 Y2**

Level: 2a

Evidence provided:

Movies of the children's discussions with regard to their experiments were provided alongside exercise books, labelled diagrams charts and graphs. A verbal discussion with the pupil took place too, summarising their work and how they felt about science as a whole.

#### **The Moderator agreed/disagreed with this level because:**

There is clear evidence that they are beginning to achieve elements of a L3, for example making because predictions and relevant observations linked to their own scientific knowledge. They also recognised where science is applied and how to perform experimentation on some basic concepts.

### **Student 4 Y2**

Level: 2a

Evidence provided:

Movies of the children's discussions with regard to their experiments were provided alongside exercise books, labelled diagrams charts and graphs. A verbal discussion with the pupil also took place, summarising their work and how they felt about science as a whole.

#### **The Moderator agreed/disagreed with this level because:**

This pupil appears secure and competent at this level, based on work shown in their books. On interview it was clear to see they enjoyed science and pursue it outside of school. They showed good understanding of science through experimentation and verbal reasoning.

### **Strengths:**

1. It is clear that Science is taught regularly and there is a clear structure in place for science teaching across the school. There was a range of evidence provided, and pupils stated they enjoyed Science especially the practical aspects.
2. From the evidence provided in books, it would appear that teacher knowledge in Science is good.
3. There was a good range of evidence including photographs, charts, some ICT and scribing of the child's thoughts and ideas lower down the school.
4. It is obvious from the evidence that the school provides regular opportunities for investigative work, which has a thematic approach, and evidence of cross curricular work which pupils were enthused by.
5. There was confirmation by pupils in Y2 that they are given verbal feedback on their science so they know what they need to do to move on.
6. The lessons show there are opportunities for children who are more able to extend their learning.
7. It is clear that the school is progressing skills in data handling as there was a good range of tables, bar charts and line graphs being used and skills interpreting, analyzing and evaluating of this.
8. Scientific concepts within the real world were used as a context for the work. Being able to show how some scientific advances can cause problems.
9. There was strong scientific written models used in the Y5 work to record, this will help support learning when transitioning to secondary school.
10. Evidence showed that the higher concepts of scientific vocabulary being taught such as naming and applying variables was present.
11. In Y5 there is consistent use of data handling sheets, with a direct scientific theme, usually linked to the next or last experiment.

### **Areas for development:**

1. Targets/Next steps are needed for pupils to know what they need to do to move on, this could be built into a reflective element of the task.
2. Evidence of pupils work showed coverage was predominantly focused on life processes and living things, though we acknowledge the

school is only part way through their curriculum cycle and coverage of other strands may come later.

- 3.** Consider making more opportunities for children to create and suggest their own questions for experimenting, this is a skill that needs to be progressively developed from FS upwards.
- 4.** The school has acknowledged they are beginning to use ICT more for children to plan, record and assess. They could continue to develop this further, (as a suggestion by their Y2 pupil who would like to use i-pads more in recording their work/results in science.) This has the benefit of aiding recollection of events and making more consistent results.
- 5.** A useful assessment tool for Sc1 may be something similar to the Sc1 sheets used in KS2 where the teacher was able to focus attention on specific skills that need developing, as used in the Y5 lessons. This would improve/prove consistency of assessment across the school

Signed (Moderator) –  
2018

redacted

Date – 17<sup>th</sup> May,

Signed – (HT)

Date -