



Department of Education, Sport and Culture

Rheynn Ynsee, Spoyrt as Cultoor

Chief Executive Officer
Ronald Barr

redacted
Education Improvement Service
Department of Education, Sport and Culture
Hamilton House, Peel Road, Douglas
Isle of Man, IM1 5EZ

Ref: redacted

Direct Dial No: redacted
Mobile: redacted
Website: www.gov.im
Email: redacted

Date: 3.05.18

Moderation of Numeracy Record 2017-2018

Date – 26/4/18

School – Braddan

Moderators – redacted

Class teachers – redacted

redacted

Activities During Visit – moderation of Maths & discussion with pupils

Evidence of in house moderation – no

Numeracy Training Attended - yes

Moderation Meetings Attended - no

Verbal feedback given – yes

Moderation Focus

To look at evidence collected by class teachers to assess children working at levels 2b and 4b.

Comments

Thank you for the warm welcome and for the preparation that had taken place prior to our visit. The evidence was well organised and had been labelled using the Seven Strands document.

Folders and exercise books with a range of evidence were provided for Years 2,3 and 5 and exercise books were provided for Year 6. The use of self assessment was evident across all the books and there was some dialogue between the teachers and pupils in the marking of work including

comments about their next steps. Likewise, the use of group or individual targets was also evident in most cases. The Year 2 child in particular had been provided with lots of opportunities to develop problem solving skills.

There is consistency in assessment of maths in that all staff are using the electronic maths tracker. Also, all staff are using the NC objectives for their Maths lessons. Some have begun to use White Rose Hub for planning and some staff are using Hamilton Trust. One member of staff has been attending the Maths Mastery courses on the island (bar modelling etc) and has been feeding back during staff meetings. The school is planning for maths, with a particular focus on mastery, to be on the SIP next year.

All of the children spoken to were extremely enthusiastic about maths and were a credit to their school.

Individual Students

Evidence was provided for 6 children, 3 assessed as 2b and 3 assessed as 4b. The moderators chose 2 children for each level but it transpired one of the children working at 4b was absent so evidence for the third child working at 4b was also looked at. Each child was from a different class (Years 2, 3, 5 and 6).

Child 1

Child 1 was assessed as working within 2b. The moderators agreed with this judgement.

Individual targets were displayed in the folder. Work was clearly labelled to identify when Child 1 had completed a task independently or with support. He was given the opportunity to self assess his learning at the end of each activity and there was evidence of dialogue between teacher and the pupil in both maths book and worksheets. A lot of the work in his book and folder relates to targets in levels 3 and 4 on the seven strands (using 1/10s, adding fractions, perimeter). However, these targets are within the UK year 3 age related expectations. Evidence was mainly pictorial or abstract.

Both children spoken to were really enthusiastic about Maths. During some mini-challenges they were able to demonstrate enough of the skills to confirm they were working within level 2b. However, both would benefit from working with concrete apparatus to consolidate their knowledge - particularly within AT2-Counting and Understanding Number. This would also be advised when introducing new concepts.

Child 2

Teacher assessed Child 2 as working within 2b and the moderators agreed with this judgement. A variety of labeled evidence ranging from 2c to 3c was provided including the use of ICT, games, sticky notes and photos. There were lots of examples of discrete problem solving; it would be beneficial if these skills could be extended to support a more in depth understanding of the curriculum objectives covered (eg instead of doing straight forward number bonds to 20 several times, put in to problem solving context).

Child 3

Child 3 was assessed as working within level 4b. Moderators agreed with this.

All work was clearly labelled with levelled 'I can' statements – thank you. Child 3 showed confidence in all of the evidence submitted. Teacher comments were always supportive and identified next steps. Wigan LEA assessments were used to show skills being used independently. I'm sure she would also enjoy 'White Rose Problem of the Day (KS2)', or some of the more open ended challenges on www.nrich.maths.org.

Child 4

Work within the exercise book provided for Child 4 had been labeled with several Level 5 statements but there was insufficient evidence to support the teacher's judgement of 4b. However, from speaking to Child 4, the moderators agreed he was working within this level.

Areas for development

Provide more opportunities for children to apply the knowledge they have gained.

Allow more time for concrete activities to consolidate their understanding.

Signed (Moderator) –

Date –

Signed – (HT)

Date -
