



Department of Education, Sport and Culture

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**Chief Executive Officer
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Date: 7 February 2018

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Headteacher
Bunscoill Rhumsaa,
Lezayre Road
Ramsey
Isle of Man
IM8 2PA

Dear redacted

Moderation of Numeracy Record

Date: 7th February 2018

School: Bunscoill Rhumsaa

Moderators: redacted

Class teacher: Evidence provided from four teachers

Activities During Visit: Moderation of maths evidence, interview with one, spoke with Maths Co-ordinator.

School Context

The Maths Co-ordinator confirmed internal maths moderation had taken place in the past. Maths has not featured on the School Improvement Plan for the past few years as it has not been identified as a priority. However, there has been an emphasis on using the 7 strands across the school since their last validation. The school uses a mixture of Abacus, Maths on Target and Hamilton as part of their Maths curriculum.

Moderation Focus

The moderation team looked at work from four pupils who are currently assessed overall as two at level 2b, two at 4b. The pupils came from a range of classes and year groups. The school provided evidence from both Boys and Girls.

There was evidence that the 7 strands document was being used in all classes as an assessment tool. Individual teacher tracking sheets were included for all children.

Pupils

redacted
Teacher assessed redacted as a **4b**.

The moderators agreed that [redacted] was clearly working within 4b. All evidence had clear learning objectives at the beginning of each lesson. The 'I can statements' used were taken from old 7-strands. As a result some of the 4b are now 4c (double and half) and others are now 5c (angles on a straight line). On the whole, this wouldn't make a difference to where the level the child was working within as the document itself was being used effectively.

[redacted] Teacher assessed [redacted] as a 4b.

It was agreed that [redacted] was also working within 4b based on evidence provided. There were clear Learning Objectives for each session.

[redacted] Teacher assessed [redacted] as working within a 2b.

The moderators agreed that [redacted] was working within 2b for some areas, and working towards 2b in others. There was evidence of 'assessment sheets' being used to both assess knowledge and identify areas of focus. Not all activities included a learning objective. Teacher's marking acknowledged that [redacted] was still more comfortable working with apparatus when tackling maths problems. The Moderators spoke with [redacted] and discussed some of the areas of the 7 strands that have not yet been covered. [redacted] showed that he was working within a level 2b, and it was agreed that [redacted] would benefit from working with concrete apparatus for all areas of maths. [redacted] said that he "didn't really enjoy Maths", but couldn't explain why. This might be something that could be addressed through peer/self-assessment activities.

The work in [redacted] books shows that he is being given a range of tasks from 2c to 2a to consolidate and extend his learning.

[redacted] Teacher assessed [redacted] as working at 2b

The moderators agreed that [redacted] is confidently working at a level of 2b. All work was clearly presented and labelled – thank you. Teacher feedback referred back to what was being learned and [redacted] was praised on using 'steps to success' and marking was always positive. Learning Objectives were being used effectively. [redacted] had opportunities to show learning using a variety of activities. Evidence was also labeled if it had been completed independently. Some of the evidence provided showed that [redacted] was already working towards 2a 'I can' statements. The teacher's use of AfL sheets when working with a focus group was a particular strength and one that could possibly be shared across the school.

Overall Comments and Next Steps

The moderators agreed with all levels.

All books/booklets showed a variety of evidence of how children were learning maths. The moderators believe that the good practice, particularly in AK's books, in regards to AfL, should be shared across the school.

Similarly, a consistent use of the 7 Strands Tracker across all year groups ensured that all objectives are being set at the right level.

The moderators thought that opportunities for peer and self-assessment could be encouraged in Maths to give children an awareness of how they are doing and encourage them to think deeper about the concepts they are tackling.

Evidence of some real life problem solving would also help encourage a deeper understanding of concepts and application of skills learned in different contexts. Previous validation had highlighted assessment as being an area for development. It was agreed that the 7 strands document were now being used to effectively assess maths at Bunscoil Rhumsaa.

Signed

Moderators :

Date:

Headteacher:

Date:

Yours sincerely

redacted

School Improvement Adviser
