



Department of Education, Sport and Culture

Rheynn Ynsee, Spoyrt as Cultoor

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Date: 24.05.18

Moderation of Maths Record

Date: 24th May 2018

School: Bunscoill Ghaelgagh

Moderators: redacted

Class teacher: Evidence provided from two teachers

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

School Context

The school uses Hamilton Trust plans as their Maths curriculum. All staff assess using the seven strands and these have been converted to Manx. Similarly, all of the assessments and worksheets that go with the Hamilton planning are converted in to Manx. This is also something to consider when assessing the children, as they have to learn Maths vocabulary in both English and Manx.

Maths has not featured on the School Improvement Plan for the past few years as it has not been identified as a priority. No formal maths moderation has taken place this year. Although, as the Headteacher teaches maths groups three times a week, assessment documents are regularly shared and informal conversations regularly take place between staff. The Headteacher added that these groups are regularly changed based on assessment of pupil progress.

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.

Annotated maths planning and 'observation' sheets were also provided.

Pupils

Child A

Teacher assessed Child A as a **2b**.

The moderators agreed with this judgment. Most of the work completed by Child A showed him working within 2b. There was also evidence of the child achieving objectives within level 2a and 3c showing a confident progression. Assessments were used to evidence what the child could do independently and also to inform planning (as some of the areas that the child had struggled with in the assessment were picked up in activities that followed).

Child B

Teacher assessed Child B as a **2b**.

Child B was presented as a 2B. **The moderators feel that overall they are working at a 2A level, with some elements of 3C** e.g. The work in their red book dated 26.9.17 is a 3a (I can work out all number pairs that total 100, although they would need to do more than 4 examples, adding 9 or 11 to any two digit number is a 3c, portioning numbers and the two times table are both 2a, and converting £3.50 to 350p is a 3c. The child completed a 2b 'test' and scored nearly 100%, which would also indicate that they are probably capable of working at a higher level).

Child C

Child C was presented as a 4B.

The moderators feel that they are a very secure 4B, with many elements higher. There are examples of work where the child is working at a Level 5 e.g. 8.11.17 Diving decimals by 10 or 100, 27.4.18, multiplying decimals by whole numbers (5B),

Child D

Teacher assessed Child D as working at 4b

The moderators agreed that Child D is confidently working at a level of 4b, but also felt that the child would be very comfortable in completing some of the 4a statements. In fact some of the evidence was from 4a. In addition to this a 4b assessment sheet had been completed with well over 90% accuracy. There was a breadth of areas covered in maths from AT1 through to AT3 and evidence provided also showed opportunities for Child D to apply her knowledge in other areas of the curriculum (Science). Photographs also showed that the child is given some opportunity to apply her AT1 skills independently through use of nRich maths challenges. Child D self assessed her work on occasions using a smiley face.

Overall Comments and Next Steps

The moderators agreed with all levels and felt some of the children are capable of working at a higher level than they are currently assessed. This may be a result of using Hamilton planning as the 'Age Related Expectations' differ slightly. The quality of evidence provided meant that moderators could make these judgments without needing to speak to the children.

All books/booklets showed a variety of evidence of how children were learning maths. Similarly, a consistent use of the 7 Strands Tracker across all year groups ensured that the majority of objectives are being set at appropriate levels. The moderators thought that opportunities for the children to develop a deeper understanding of concepts at each level would be of benefit to the children – ie using real life problem solving to encourage a wider understanding of concepts and application of skills learned in different contexts. This could be used both to consolidate new learning and complete independently for assessment purposes. The moderators recognize this would have an impact on workload as these examples would need to be written in Manx.

Signed (Moderator): redacted

Date: 24.05.18

Signed (Headteacher):

Date:
