



Department of Education, Sport and Culture

Rheynn Ynsee, Spoyrt as Cultoor

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Date: 11.06.18

Date – 24th May 2018

School - CYB

Moderators – redacted

Class teachers - redacted

redacted

Evidence of 'in-house' moderation activities – Yes

Moderation Training for Teachers Attended – Yes

Oral feedback provided during visit? - Yes to Maths Co. and HT

Focus Moderation To look at evidence collected by the class teacher to assess an overall level for a child at either 2b or 4b.

Strengths

There was good evidence of inhouse Moderation, with a strong emphasis on ensuring that the teachers think about the range of evidence they produce.

The Maths Co-ordinator is passionate about the subject and leads CPD through the school.

Children were given feedback on their work, with next steps on occasions in KS2.

Individual Pupils

Pupil A - They were presented as a 2B. The moderator feels that they are capable of working at a higher level, however much of the evidence produced was at a lower level, with much of it not appearing to challenge the child at all. There was very little work in the child's exercise book, instead an over reliance on worksheets.

Pupil B - Teacher assessed Child B as working within level 2b.

Evidence provided included Maths book, Maths folder, worksheets and photographs. The moderators agreed with this judgment overall.

More evidence of 'AT1 Using and Applying', particularly diagrams or pictures to show their thinking, is required for Child A and B. There are examples of these in the books, but not enough to say the child is secure. They would also benefit from opportunities to apply their knowledge using real life word problems.

Pupil C - They were presented as a 4B, and the moderator would agree with that as an overall level, but feels that the child is working within 4A for some areas. There were some examples where the child was working at a higher level than they were given credit for e.g. Reading angles sheet clearly shows them reading to the nearest degree (5C), but is labelled as using a protractor to the nearest five degrees.

Pupil D - The teacher assessed Child D as working within level 4b. Overall, the moderators agreed with this level. However the child was also achieving some statements in 4a. Targeted assessment sheets are used to ensure any gaps in 7 strand statements are accounted for. Evidence was taken from Maths Book, Maths Folder and Numeracy Ninja books. The Numeracy Ninja books gave the child regular opportunities to apply their knowledge and skills across a wide area of maths. Maths books showed a good dialogue between teacher and student, the student would self assess each piece of work and teacher comments often related to the learning objective and how mistakes could be corrected.

The moderators believe both children would benefit from further opportunities to deepen their knowledge through real life word problems in each area of maths and should also be encouraged to challenge themselves particularly when choosing which 'Maths No Problem' section to complete.

Areas for Development

Look at ways to reduce the number of worksheets used in KS1, and when they are used ensure that they are of a high standard. The amount of money being spent on colour printing is almost certainly more than the cost of a good quality text book for each child.

Ensure that the pupils in KS1 are given the appropriate level of challenge.

Make maths more practical, giving children the opportunity to gain a greater depth to their knowledge, and to learn concepts visually first before moving on to the more abstract work in books or sheets.

Signed –

Date -
