



Department of Education, Sport and Culture

Rheynn Ynsee, Spoyrt as Cultoor

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Date: 12.06.19

Moderation of Numeracy Record

Date: 12th June 2019

School: Foxdale

Moderators: redacted

Class teacher: Evidence provided from two teachers across two classes

Activities During Visit: Discussion with MathsCo, Moderation of maths evidence.
Moderators did not feel it necessary to speak to children.

The moderator was made to feel welcome and refreshments and a room to work in were provided.

School Context

The Maths Co-ordinator confirmed Maths has not featured on the School Improvement Plan for the past few years as it has not been identified as a priority. However, the MathsCo has encouraged all staff to start using a mastery approach to teaching maths this year. The MathsCo attended mastery training in the UK and delivered in-house training on the back of this. The impact of this will be reviewed at the end of this academic year. The school uses a mixture of Classroom Secrets and White Rose Hub as part of their Maths curriculum. Internal moderation takes place towards the end of each year. All staff use the 7 strands tracker for their assessment.

Moderation Focus

The moderator looked at work from four pupils who are currently assessed overall as two at level 2b, two at 4b. The pupils came from a Year 2 class and a Year 6 class. There was evidence that the 7 strands document was being used in all classes as an assessment tool. Evidence submitted included Maths Books, Maths Folders, examples of annotated planning, Teacher Assessment notes and White Rose Hub assessments.

Pupils

Child A

Teacher assessed Child A as working within 2b.

Overall, **the moderator agreed with this judgement**, and the targets achieved on the seven strands, including those moving into 2a.

There were examples of objectives being achieved by Child A from 2c through to 2a progressively throughout the year.

Child B

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

It was agreed that Child B was also working within 2b based on the evidence provided, though with less confidence than Child A.

There were some areas (AT3 - Shape) that they were working beyond 2b, though this would not impact the overall level greatly.

There were no examples of 'Measure' for either Child A or B. However, it is recognized that this may not have been covered yet if following a mastery curriculum.

The moderator would like to see more evidence for 'AT2 Counting and Understanding' and 'Calculating' for both children.

When speaking to both Child A and B, it was clear that they were both enjoyed maths and were enthusiastic about the subject. Child A was able to complete all tasks given to achieve the areas mentioned above in regards to AT2 abstractly. Child B was less confident but was able to complete tasks with the use of apparatus.

Strengths and Areas for Development

Objectives are clearly outlined on students work, and teacher assessment notes on planning sometimes show when children have understood a concept and when children require further support. Keep this up.

Both Child A and B had good examples of a variety of strategies in their books too – bar models/part-whole models early on in the year, but could be given further opportunities to develop these methods.

The moderator felt that both children submitted at 2b would benefit from a 'small step' approach to learning new concepts and should also be given opportunities to explore a deeper understanding of concepts in a wider range of contexts before moving on (eg adding/subtracting 2 digit numbers was followed by division word problems). This could be addressed once the school has agreed on which mastery approach to follow.

Similarly, Child B would benefit from consolidating concepts concretely.

Child C

Teacher assessed Child C as a confident 4b with elements of 4a.

The moderator agreed with this judgement and all of the 4a objectives achieved too.

Child C shows great written methods - an expectation that follows through all their work completed.

A deeper understanding is offered in a wide range of contexts through White Rose Hub or Classroom Secrets challenges.

Child D

Teacher assessed Child D as a strong 4b with elements of 4a.

The moderator agreed that Child D had achieved the majority of statements at 4b and was also achieving enough to be working within 4a.

As with Child C, Child D's maths books showed a progression from 4c targets to 4a (and some 5c) targets throughout the year. Teacher comments were positive and related to the learning objective or how the child had felt about their understanding of the concept.

Strengths and Areas for development:

Both Child C and D were offered opportunities to explore and articulate their understanding of concepts. This should be shared across the school.

The teacher commented that a lot of examples of 'working out' or 'pictorial' evidence had been completed throughout the year using whiteboards. It was suggested that these activities could be completed in a 'Maths Jotter' so the children have a collection of maths strategies that they can refer back to throughout the year.

White Rose Hub end of Unit assessment documents were used to both consolidate learning and determine whether concepts had been understood. This is also something that could be shared across the school.

Signed

Moderators :

Date:

Headteacher:

redacted

