



# Department of Education and Children

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*Rheynn Ynsee as Paitchyn*

**Chief Executive Officer  
Ronald Barr**

[redacted](#)

**School Improvement Adviser**

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

Direct Dial No: [redacted](#)

Mobile: [redacted](#)

Website: [www.gov.im](http://www.gov.im)

Email: [redacted](#)

## **Moderation of Numeracy Record**

Date: 3<sup>rd</sup> May 2017

School: Henry Bloom Noble

Moderators: [redacted](#)

Class teacher: Evidence provided from three teachers

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

## **School Context**

The Maths Co-ordinator confirmed internal maths moderation had taken place this year during staff meetings and that the quality of teacher feedback had been a focus.

## **Moderation Focus**

The moderation team looked at work from four pupils, two who are currently assessed overall as level 2b, and 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 some classes; teacher's tracking sheets included. There was also evidence of differentiation when comparing the books of the children.

## Pupils

redact  
ed

Teacher assessed redact as a **2b**.

The moderators agreed with this judgement. There was clear use of 7 strands 'I can' statements in the books and the Numeracy tracker was used for assessment. The evidence showed a progression in objectives being covered throughout the year, starting with some 2c in September through to 2a by May. It was evident that redact was given the opportunity to explore Maths in a variety of ways, with apparatus, games and pictures. She was able to record her learning using ICT and Thinking Maps. There was also evidence of redact applying her skills in contextual problems.

Teacher's comments were positive and always gave next steps for learning. Targets set as consequence of teacher assessment were clear.

redacted

Teacher assessed redacted as a **2b**.

The moderators agreed with the judgement that redacted was working at 2b.

There was clear use of 7 strands 'I can' statements to set objectives, and the tracker was used for assessment. Next steps were clearly shown for most topics. Progression was shown throughout the book, however it would have been useful to see more evidence of subtraction and shape/measure activities.

redact  
ed

Teacher assessed redact at a **4b**.

The moderators agreed that she is working within this level. Work in the pupil's book showed evidence of work ranging from 3c to 5c. While it is not expected that all work should be confined to one level, it was felt that Emily may have benefitted from more opportunities to consolidate her understanding in some areas before moving on.

redacted

Teacher assessed redacted as a 4b.

Although the moderators agreed that redacted was working within 4b, there were a range of objectives being covered by redacted ranging from 3c – 5a. As stated above, the moderators believe that redacted would benefit from consolidating his understanding in an area before moving on. redacted work was marked but next steps were not always offered. There was evidence of Thinking Maps early on the book, and these had been used to good effect.

Use of the 7 Strands tracker would help in identifying what redacted already know and where they need to go next. The moderators believe it would also ensure that the activities are being pitched to sufficiently challenge both children.

### **Overall Comments and Next Steps**

The moderators agreed with all levels.

The level 2b books showed a variety of evidence of how children were learning maths. The moderators believe that the good practice here (practical activities, use of apparatus, thinking maps, next steps) should be shared across the school.

Similarly, a consistent use of the 7 Strands Tracker across all year groups would ensure that all children are being offered the appropriate next steps, and that objectives are being set at the right level.

The 2b books showed evidence of children being offered the opportunity to apply their skills in contextual problems. This is definitely something that should be shared across the school.

The moderators would also suggest the use of self and peer assessment in maths. Previous moderation (2013) had highlighted an over-reliance on worksheets. The moderators agreed that this was no longer the case (particularly in the 2b books) and when they were being used they were to consolidate learning.

**Signed**

Moderators :

Date:

Headteacher: