



# Department of Education, Sport and Culture

---

*Rheynn Ynsee, Spoyrt as Cultoor*

**Chief Executive Officer  
Ronald Barr**

[redacted](#)  
Education Improvement Service  
Department of Education, Sport and Culture  
Hamilton House, Peel Road, Douglas  
Isle of Man, IM1 5EZ

Ref: [redacted](#)

Direct Dial No: [redacted](#)  
Mobile: [redacted](#)  
Website: [www.gov.im](http://www.gov.im)  
Email: [redacted](#)

Date: 3.05.18

## **Moderation of Numeracy Record 2017-18**

Date – 25 April 2018

School – Jurby

Moderators – [redacted](#)

Class teachers – [redacted](#)

Activities During Visit – Discussion with Head teacher who is also numeracy coordinator, book scrutiny, tracking scrutiny and chat with two of the children. Evidence of in house moderation - there is in house moderation and a joint maths moderation session with Ballaugh.

Numeracy Training Attended - Yes.

Moderation Meetings Attended - Yes

Verbal feedback given - Yes

---

Thank you for the warm welcome and access to a quiet space for the moderation process. It was good to chat to you about where maths is up to within school and the background of the children who have been selected for moderation.

### **Moderation Focus**

Maths is not on the school improvement plan. The results are satisfactory and maths is taught almost daily in all classes. There is currently a focus on teaching times tables to underpin numeracy skills across the curriculum. Jurby uses curriculum ideas from several sources to provide a 'best fit' for the school. Children are tracked and monitored on their journey through school and the tracking document was easy to follow.

Assessment is the judgement of the teaching staff. These judgements are moderated in house annually, and also with another similar sized school.

The moderation focussed across the board looking at 2b and 4b teaching and assessment. However, given the size of the school, one of the children was assessed at 2a.

The seven strands are used for assessment.

### **Comments**

The work in the books was clear and well presented. There were judgement labels against objectives which reflected the seven strands objectives. There is evidence of maths being taught in numerous areas.

### **Individual Students**

Child 1 & Child 2: Both pupils were assessed at 4b. The moderators agreed that they were both secure 4b. There was a range of work presented and it was good to note some cross curricular work. Learning objectives were clear as were 'next steps'.

---

Child 3 and Child 4: The pupils were assessed at 2a and 2b respectively. Learning objectives were clear. There was evidence of higher work in their books, but following discussions with the head to put it into context, the discrepancies between what was recorded and the levels was better understood. We also met both the boys which also really helped put the levels into context. Following the meeting with the children, the moderators agreed with the levels. Please thank the boys for us!

### **Areas for development**

Maybe consider a wider range of evidence - photos showing practical activities that are then annotated against the context and objectives may present more useful.

It was good to note that previous areas for development have been addressed.

Signed (Moderator) –

Date –

Signed – (HT) Date -

---