



Isle of Man
Government
Reillys Ellan Vannin

Department of Education and Children

Rheynn Ynsee as Paitchyn

Date – Friday 26th April 2019

Moderator – RedactedRedactedRedacted

Class teachers -

Evidence of 'in-house' moderation activities – NO

Moderation Training for Teachers Attended – N/A

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

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

The school was well prepared for the visit with all the work ready for us. The school has started on the Maths Mastery journey, and there was significantly more evidence of problem solving taking place, than is normally seen.

Areas for Development identified in previous visit.

The Learning objectives used for non assessed pieces of work (i.e. work that was not shape or measure that we were looking at) were often not taken from the Seven Strands and in some cases were missing altogether. It would appear that the teachers have spent considerable time adding the seven strand statements to the work we were looking at. Could the children use the Seven Strands objective as the title which would cut down the amount of work the teacher needs to do? This would also make overall assessment much easier as provided the work is well matched to the I Can Statement then it can be easily credited. - June 2016

Good progress has been made on the above, with all work clearly labelled with appropriate Learning Objectives this time.

Individual Pupils

Pupil A - In some areas e.g. shape it is felt that Pupil A is working at a level higher than 2b, and in some areas e.g. AT2 the work provided was at a lower level, therefore based on the evidence shown an overall level of 2b would seem appropriate.

Pupil B - In some areas e.g. shape it is felt that Pupil B is working at a level higher than 2b, and in some areas e.g. AT2 the work provided was at a lower level, therefore based on the evidence shown an overall level of 2b would seem appropriate.

Additional comments Pupil A and B

There was lots of evidence for Shape provided although little evidence for measure was found. There are some good examples of children being given problem solving and reasoning tasks (Classroom Secrets) within this section. The moderators believe the children would benefit from similar challenges for all of AT2 (Counting, Knowing, Calculating). The moderators also felt that both pupils would be capable at working at a higher level in AT2 given appropriate opportunities.

Following a conversation with the HT and Maths co-ordinator it is understood that they class teacher has been absent for a number of weeks, and that the supply teacher had concentrated on 'Shape' as it could be taught as a standalone unit. Work on greater challenge on AT2 was already underway.

Pupil C - Moderators also agreed with the Teacher assessment of Pupil C working within a 4b. Pupil C had been given the opportunity to develop a wide range of Maths at varying levels of challenge. AT2 was a particular strength, and moderators thought Pupil C could be working towards 4a in this area. There were lots of examples of Reasoning, Problem Solving and Varied Fluency activities across all areas. White Rose Hub assessments are also used to back up Teacher judgement.

Pupil D - Moderators also agreed with the Teacher assessment of Pupil D working within a 4b. Pupil D had been given the opportunity to develop a wide range of Maths at varying levels of challenge. AT2 was a particular strength, and moderators thought Pupil D could be working towards 4a in this area. There were lots of examples of Reasoning, Problem Solving and Varied Fluency activities across all areas. White Rose Hub assessments are also used to back up Teacher judgement.

Additional comments Pupil C and D

The moderators felt that both Pupil C and D were capable of working at a higher level than a 4B if they were given the opportunity to do so. There were examples of Pupil C completing Level 6 work e.g. the work completed on 18.3.19 fitted the statements I can add and subtract fractions with the same denominator - (6C) and can change top heavy fractions to mixed numbers. (6 B), work completed on 21.11.18 fits with the statement I can find the common factors of numbers (6C) and work completed on 26.11.18 fits with I can recognise prime numbers and understand why they are prime (6C). The Moderators

are not suggesting that either of these pupils are a level 6 student, or even a high Level 5 student, but their gut feeling is that they are capable of working at a level higher than 4B.

Areas for Development

To ensure that all areas of the curriculum are covered in equal depth.

To ensure that all pupils are given the opportunity to be stretched.

To continue the schools journey on the Mastery path.

Signed –

Redacted
Redacted
Redacted

Date – 26.4.19