



Isle of Man
Government
Reillys Ellan Vannin

Department of Education and Children

Rheynn Ynsee as Paitchyn

Date – Wednesday 24th May 2017

School – Marown Primary School

Moderators – redacted

Class teachers - redacted

Evidence of 'in-house' moderation activities – Yes

Moderation Training for Teachers Attended – Yes

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 work was all ready for us on arrival and there was a warm welcome.

The teachers clearly know their children and there was consistent evidence that assessment is rigorous.

There was plenty of evidence that Problem Solving is well taught and the children appeared to show resilience to trying and failing. (This was also backed up by observations made by redacted when she worked with the Y6's the day before at QE2.)

All the children knew their targets and were able to tell us exactly what they needed to do to improve.

The children were all very polite and had a positive attitude towards Maths.

Individual Pupils

redacted The moderators agree that this child is working within a 4b. They found evidence of some work at a higher level (e.g. Maths Assessment test 23.5.17 Q4) and some at a lower level so feel that a 4b is an accurate overall level.

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redacted - The moderators agree that overall she is working at a 2b. There was a lot of evidence of her working at levels below this, but more recent work shows that she is working within a 2b. (It is pleasing to see the progression from a 1a and 2c earlier in the year to a 2b now.)

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Areas for Development

The target book for redacted is a particular strength as it allows him the opportunity to focus on the areas that he is struggling with. redacted stated he liked the use of his target book to improve. Consider developing this lower down the school.

A lot of the work lacked Learning Objectives and where they were present they were often not taken directly from the Seven Strands. It may help move the children's learning on if Learning objectives were included more regularly. When they are used for assessment purposes they must come from the Seven Strands.

Notes

Where work is marked as wrong, how is this followed through? Do the children get an opportunity for corrections? redacted told us that she gets time to correct her work if it is marked wrong, but we could not find any evidence of corrections in her work.)

A lot of the work given to the 2b children contained complex language e.g. 'Write the equation for each array, then solve the equation'. Are the children's literacy skills at a level where they can read and understand this?

Signed – redacted

redacted

Date – 24.5.17