



# Department of Education, Sport and Culture

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Date: 9.05.19

## **Moderation of Maths Record 2018-19**

Date: 8/5/19

School - Peel Clothworkers

Moderators - redacted

Class Teachers - redacted

Maths Co-ord - redacted

Activities during visit - discussion with Maths co-ord, moderation of pupils work, meeting with the two older pupils.

In house moderation - redacted confirmed that moderation took place between year groups and classes. She was confident that there was consistency across the school.

### **Moderation Focus**

To look at evidence collected by class teachers to assess children working at levels 2b and 4b against the seven strands.

### **Comments**

Thank you for the warm welcome, for the preparation that had taken place prior to the moderation visit and the quiet place to work. It was good to hear how far down the

mastery route the school had ventured, especially the commitment shown towards training and the buying in of Whiterose trainers in the Autumn term. Given the current need to continue with the seven strands, it was great to hear how the AW had devised a system to enable a smooth transition to the new approach - using the existing curriculum as the driver for objectives, the mastery approach resources and seven strands to assess, using a 'best fit' model. Examples of planning show the clear move towards mastery resources. It was obvious from the evidence in the children's books that this had been embraced.

Maths remains on the SIP to keep the focus on moving forwards with maths, not because the school had an issue with levels.

### **Individual Students**

Evidence was looked at for 2 children who had been assessed as working at 2b and 2 children who had been assessed as working at 4b.

#### **Child 1 (Year 2) 2b**

Child 1 was assessed as working within 2b. The moderator agreed with this judgement.<sup>[1]</sup><sup>[SEP]</sup>It was evident that the teacher is using the Maths Mastery approach and there was a wide variety of high quality evidence in the book across the seven strands. Evidence was provided in the books including photographs of practical tasks and challenges.

#### **Child 2 (Year 2) 2b**

Child 2 was assessed as working within level 2b. The moderator agreed with this judgement.<sup>[1]</sup><sup>[SEP]</sup>There was also significant evidence to suggest that child 2 was working within level 2a in a number of areas. However, given the mastery approach, and the 'best fit' model of assessment being used, this is not an issue.

#### **Child 3 (year 5) 4b**

Child 3 was assessed as working within level 4b. The moderator agreed

with this judgement.<sup>[SEP]</sup>The evidence provided was the child's book, and whilst the evidence was not given a specific level it suggested a best fit at 4b across the seven strands.

### **Child 4 (Year 6) 4b**

Child 4 was assessed as working within level 4b. The moderator agreed with this judgement.<sup>[SEP]</sup>The evidence was levelled and was consistent with the objectives at 4b, given the best fit approach being used along side a mastery approach.

### **Areas for development**

It was good to see some self review and evaluation in the children's work (Child 1 & 3), perhaps this is something that can be encouraged as good practice in the other classes?

It was obvious to see that 'mastery' has been embraced and how this is having a positive impact on the children's learning. However, when the two older children were asked to perform some problem solving activities, their knowledge of place value came across as poor, and their confidence to tackle the problems was low. Taking into account the pressure of the situation, their lack of knowledge and application was still noticeable. Maybe more exposure to similar problems would be helpful (for e.g. Whiterose 'problems of the day'). This may be helped once the new assessment procedures come into play next year, with an emphasis on problem solving.

Thank you again for the warm welcome and access to work and plans, please thank the two girls again for us, I hope it wasn't too intimidating for them. Good luck on the maths journey you are clearly engaged with.

Signed (Moderator) – redacted

Date -

Signed – (HT)

Date -

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