



Department of Education, Sport and Culture

Rheynn Ynsee, Spoyrt as Cultoor

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Date: 24.05.18

Moderation of Maths Record 2017-18

Date – 23 May 2018

School – Scoill Phurt Le Moirrey

Moderators – redacted

Class teachers – redacted

Activities During Visit – Discussion with head teacher and numeracy co-ordinator, book scrutiny, tracking scrutiny and disucssion with two of the children.

The school is following the maths Curriculum from England, but are also investigating a mastery approach. There has been a focus on developing collaborative problem solving activities outside.

It was reported that there were no school wide issues with maths.

Evidence of in house moderation - there is in house moderation about once per term. SPLM have linked with other schools in the past.

Numeracy Training Attended - Staff attending mastery training, problem solving training & maths coordinators meetings.

Moderation Meetings Attended - redacted did a personal visit.

Verbal feedback given – Yes to maths coordinator

Thank you for the warm welcome and access to a quiet space for the moderation process. It was good to have an open dialogue about where maths is up to within school and the school provided key information about the children who had been selected for moderation.

Moderation Focus

The children's work was scrutinised against the seven strands, looking at children who are currently assessed at 2b and 4b.

Strengths

The target book was a useful way that the children could demonstrate their knowledge and understanding.

There was a wide variety of evidence in the year 2 work - photos, class work and worksheets.

There was a good spread of comments from teachers, and some evidence of self assessment (learning pit).

The work in the books was clear and well presented.

The tracking tool was obviously used and up to date - and reflected where the children were up to.

Individual Students

Children 1 & 2.

Once the objectives had been listed from the evidence, it was easy to cross check their work against the tracker. There was evidence of progression (e.g. informal to formal methods of multiplication) and there was evidence of work at higher levels, including problem solving. **The moderators agreed that the work presented showed secure 4b with elements of 4a and 5c work.** This was confirmed when speaking with the children. Both demonstrated a confident, yet varied approach to their problem solving, and were able to discuss their thinking.

Children 3 & 4.

The work books show a good range of work that clearly followed a structured curriculum. It was good to see progression in key areas and feedback from the teachers. However, it was difficult to cross reference the work with the seven strands from the written evidence. It was good to chat to the children, **both of whom confirmed that they were working within level 2b.** The two children were able to talk about their maths and explain the process they used.

The enthusiasm for maths was great to see with all four children. Please thank them for us!

Areas for development

It would have been useful if some of the work was presented with teacher judgements against specific learning objectives from the strands document to demonstrate how the summative level had been reached i.e. a post-it or similar with a level and where necessary, the LO would have made the evidence easier to cross check.

Next steps, whilst important, can be time consuming to write out - especially if there is no time set aside to action them. Maybe consider a more efficient way to present/discuss next steps, and enable time for reflection.

Signed (Moderator) – redacted

Date – 23.05.18

Signed – (HT)

Date -