



Department of Education, Sport and Culture

Rheynn Ynsee, Spoyrt as Cultoor

**Chief Executive Officer
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Date – Friday 10th May 2019

School – Michael Primary School

Moderators – redacted

Class teachers - redacted

Evidence of 'in-house' moderation activities – Yes.

Oral feedback provided during visit? – Yes to redacted

Moderation Focus

To look at evidence collected by the class teacher to assess judgements against the seven strands level 2b and 4b.

Strengths

Thank you for the warm welcome and quiet place to work. It is clear to see how maths mastery has been used within the school and it was good to discuss the issues and freedom to work within differing frameworks to see what worked best for the school. Tracking and notes on progress was very evident and will no doubt be used to move children's learning on appropriately.

Areas for Development identified in previous visit.

Do not be afraid to give credit to children when they are working at a higher level for one particular 'I can' statement. For example, a child who was working using vocabulary such as vertices, faces and edges should be awarded a 4c JUST for that activity; it can still be highlighted on the seven strands. June 2016

It was clear that pupils are now given credit for higher level tasks when they complete them, although with the move to Mastery this is no longer as relevant, due to the move towards working at greater depth.

Individual Pupils

Children 1 & 2 were assessed at working within 2b, the moderators agreed with this judgement.

Both the year 2 children were confident and up for a challenge, they discussed how they approach maths and how "Sometimes you have to prove it..." Both boys engaged well with the mental and written problem solving and discussed what they had done and how and why.

Children 3 & 4 were assessed at working within 4b, the moderators agreed with this judgement.

It was good to see lots of written examples of problem solving to support the application of the learning that has taken place. They worked through the first problem well, but struggled to use place value to solve the second. This may be due to the pressure of the environment.

Areas for Development

It was noted that the children at 2b didn't seem to have done much subtraction - this may have been done during other activities, but there was not much evidence in the books. It would be good to see cross curricular links with some of the more practical work, such as collecting data for and constructing graphs.

Signed – [redacted](#)

Signed – HT

Date – 10th May 2019
