



Department of Education, Sport and Culture

Rheynn Ynsee, Spoyrt as Cultoor

**Chief Executive Officer
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Moderation of Numeracy Record 2018-19

Date – 13/5/19

School – Onchan

Moderators – redacted

Class teachers – redacted

Activities During Visit – evidence from books

Evidence of in house moderation - Yes

Numeracy Training Attended - Yes

Verbal feedback given – Yes to headteacher and maths coordinator

Moderation Focus Points for development from previous visit and progress against these:

Some of the previous targets were related to accurate use of 'I can' statements and we didn't feel this was as pertinent in light of the transition to the new curriculum but it was noted that the learning intentions used as titles did correspond to the work which was seen.

Some of the photographic evidence does not clearly show what the child is actually doing. Try to ensure that the photo shows what the child is doing / has done. e.g. a photograph showing a sorted pile of shapes would have benefitted from an indication as to how the shapes had been sorted, perhaps with white boards next to each pile. One of the year 2 class teachers provided photos with contextual notes about the activities undertaken.

Comments

Thank you for the warm welcome and the quiet place to work. A discussion with the head teacher and maths coordinator provided a useful insight in to maths within the school. Maths is currently on the school agenda and staff have been trying out different approaches to implementing mastery. The headteacher and newly appointed maths coordinator have attended all available White Rose training and this has been shared with staff during several staff meetings. Opportunities have been provided for staff to attend drop in sessions and take part in team teaching. Attention has been given to allocation of resources to support a mastery approach. Progress of mastery has been monitored with lesson observations and book scrutinies. Maths has been a focus as part of the school's curriculum work this academic year and this success will be built on next year when it will become a focus.

Individual Students

Year 6 – Class 6C

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This child was assessed as level 4b and evidence provided supported this judgement although work completed also indicated the pupil was capable of working at a higher level in certain areas. The tracking sheet was not provided for this child so it is unclear as to whether or not this has been taken in to consideration when assessing this pupil.

Annotated plans were provided as well as exercise books. Work was labelled with the learning intention and stickies were used to identify evidence to support the teacher judgement. The children had some choice over the level of challenge and some next steps were given but these were not necessarily followed up on e.g. "explain your answer" but no explanation, "next step" with a question but not answered.

Although there wasn't evidence to support the full range of 4b statements from the Seven Strands, it was clear to see that topics covered were done so in depth with a range of problem solving opportunities such as true or false, thought bubbles and 'show, draw, explain, prove'. It is clear to see that maths mastery is beginning to be implemented.

Year 6 – Class 6W

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da

The teacher assessed this pupil as working at level 4b, however the moderators would suggest that this pupil is working at level 4a. Although plenty of 4b evidence was provided, much of the work was of a higher level. The tracking sheet was included in the evidence and in most cases was up to date however there were some 'I can' statements that had been achieved and not ticked.

Annotated plans were provided as well as exercise books. Work was labelled with the learning intention and stickies were used to identify evidence to support the teacher judgement. The teacher had also included sticky notes on work that was higher than a 4b, for example 'finding common denominators to order fractions. (5a)

It could be seen that topics covered were done so in depth with a range of problem solving opportunities such as 'challenge questions' and 'next steps' labels. It is clear to

see that maths mastery is beginning to be implemented.

Year 2 – Class 2B

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The teacher assessed this child as working at level 2b and evidence provided supported this judgement.

Annotated plans, observations and exercise books were provided which included some photos with generic contextual notes. There was some evidence of opportunities for problem solving and it seemed opportunities for developing reasoning skills were beginning to be introduced.

Year 2 – Class 2C

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The teacher assessed this child as working at level 2b but there was only just enough evidence to support this. The evidence provided was heavily weighted towards AT3 and AT4. There was 'no child based' evidence provided for AT1 and the evidence for AT2 was quite limited, thus making it quite challenging to agree with the teacher's judgement.

Areas for development

Ensure children are aware of next steps and time is given to respond/develop these steps.

Coverage of curriculum e.g. enough emphasis on number in Year 2.

Consistency of quality of evidence.

Signed (Moderator) –

Date –

Signed – (HT)

Date -
