

Date – Wednesday 29th March

School – Rushen

Moderators – redacted

Class teachers - redacted

Evidence of 'in-house' moderation activities – Yes in the past but not so far this year

Moderation Training for Teachers Attended – Yes 1-2-1 with redacted

Oral feedback provided during visit? - Yes - To redacted

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

Thank you for the warm welcome, coffee and use of your office.

The work was all ready for us, sorted and accompanied by the tracking sheets.

The children we spoke to were all polite and said they enjoyed maths.

The children were able to explain how they learn in maths and the older two children knew what they needed to do in order to improve.

The children told us that maths was taught practically as well as through worksheets etc

Individual Pupils

redacted was presented as a 2b. The work in the book was sketchy, with some work labeled with IOM I can Statements with stickies, but very little of the work had I can Statements. Much of the work appeared to be at a lower level, and

not linked to our assessment guidelines. There appeared to be an over reliance on Twinkl Worksheets.

redacted was presented as working at 2b, and overall the moderators agree with this level. They did feel that in some areas she was working very close to a 2a, and would shortly be working within that level.

redacted was presented as working at a 4b level and the moderators agree with this overall level.

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Areas for Development

Please ensure that the IOM level Descriptors / I Can Statements are the only ones used. Currently there is a mixture of Seven Strands and 'Twinkl' Descriptors. Can all work use a Seven Strands Statement as the title? This will avoid the teacher having to hand write it on afterwards, or assess against non IOM descriptors.

The children's work seems to jump around between areas of maths very quickly e.g. on one day the child was learning about measuring angles, the next day they were looking at algebra, the following day interpreting line graphs. (red, start of March 2017). Consider a more systematic approach to covering all areas of the subject to help develop a stronger understanding. (Following a discussion with the Maths Co-ordinator it was explained that this might be partly to do with the Continuous provision style of learning, where on one day the children will be working in a focus group, and the next day working independently consolidating their knowledge.)

Notes

There appears to be a heavy reliance on worksheets across the school as virtually all the evidence supplied was worksheets.

Please make sure all work is dated.

Signed – redacted

redacted

Date – 3.3.17