



Department of Education, Sport and Culture

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Date: 25 June 2018

Moderation of Numeracy Record

Date: 14th June 2018

School: St Johns

Moderators: redacted

Class teacher: Evidence provided from three teachers across two classes (year 2 has two part-time teachers).

Activities During Visit: Discussion with MathsCo, Head and class teachers. Moderation of maths evidence. Moderators did not feel it necessary to speak to children.

School Context

The Maths Co-ordinator confirmed Maths has not featured on the School Improvement Plan for the past few years as it has not been identified as a priority. The school uses a mixture of Hamilton, National Curriculum and White Rose Hub as part of their Maths curriculum. Internal moderation has taken place recently and areas of improvement were identified as being AT1 Using and Applying. Further staff meetings have taken place to share good practice around using 'manipulatives' to support children in their understanding of concepts. All staff use the 7 strands tracker for their assessment.

Moderation Focus

The moderation team looked at work from four pupils who are currently assessed overall as two at level 2b, two at 4b. The pupils came from a Year 2 class and a Year 6 class.

There was evidence that the 7 strands document was being used in all classes as an assessment tool. Evidence submitted included Maths Books, Maths Folders, Summative Assessments, Teacher Assessment notes and Maths Target Books.

Pupils

Child A

Teachers assessed Child A as a 2b.

Overall, the moderators agreed with this judgement, and the targets achieved on the seven strands.

Objectives are clearly outlined on students work. Evidence was predominantly on worksheets, with some photos and teacher signed objectives. Some activities are not marked and contain misconceptions. It was not clear if these misconceptions were addressed by the teacher.

The moderators would like to see more evidence for 'AT2 Calculating' for this student, particularly with consolidation on the understanding of subtraction and partitioning to add two digit numbers.

Teacher assessment notes were detailed and showed areas of strengths and children that required follow-up support to achieve the objective.

Child B

Teachers assessed Child B as a 2b.

It was agreed that Child B was also working within 2b based on the evidence provided. There were some areas (AT3) that they were working beyond 2b, though this would not impact the overall level greatly.

There was lots of evidence provided for the two children in Year 2. It is clear that Maths is taking place regularly. Child B is given lots of opportunities to 'do' maths.

Independent work labelled. The evidence in Child B's books showed they are given work ranging from 2c to 3b.

In line with Child A - AT1 Using & Applying, and AT2 Calculating would be areas of focus for Child B. The moderators felt that both children submitted at 2b should be given opportunities to explore a deeper understanding of concepts in a wider range of contexts before moving on. (eg adding/subtracting 2 digit numbers when offered in column format was secure but 3 digit numbers was not).

Child C

Teacher had said during conversation that they felt the child was now working more at a level A4.

The moderators agree that the child is meeting the objectives for a level 4B and some of the higher objectives.

Objectives are not written in students' books- which meant that the moderators had to cross reference with the teachers' extensive planning document. This document illustrates rigorous formative assessment and planning for students next steps. Students with gaps on objectives can then be picked up by the teacher throughout that day or followed up the following lesson. Planning also shows teaching is not directed by the 7 Strands.

Child C shows great written methods- an expectation that follows through all their work completed.

A deeper understanding could be developed with some objectives, rather than differentiation being led vertically. A 'show that' and 'explain that' problem was evident with a problem on the mode, median, mean...but more like this would consolidate understanding even more.

Child D

Teacher assessed Child D as a strong 4b with elements of 4a.

The moderators agreed that Child D had achieved the majority of statements at 4b and was also achieving enough to be working within 4a.

Evidence provided included Maths books, Maths Target books and Teacher Assessment Folder.

Child D's maths books showed a progression from 4c targets to 5c targets throughout the year. Teacher comments were positive and related to the learning objective or how the child had contributed to discussions in the lesson. Teacher assessment notes were comprehensive and informed next steps for learning.

Child D would benefit from more regular opportunities to explore each objective more deeply before moving on to the next 'I can statement'.

Overall Comments and Next Steps

The moderators agreed with all levels.

All books/booklets/folders showed a variety of evidence of how children were learning maths. The moderators believe that the good practice, particularly in SL's assessment books, in regards to AfL should be shared across the school.

Similarly, a consistent use of the 7 Strands Tracker across all year groups ensured that all objectives are being set at the right level.

The moderators thought that evidence of some real life problem solving would help encourage a deeper understanding of concepts and application of skills learned in different contexts. Conversations had with MathsCo highlighted how some discussions have already taken place in staff meetings regarding differing 'Mastery' models (AET, WRH) that could be adopted to ensure children are going beyond the 'Do' stage when learning maths. This would improve children's skills in AT1 (Using and Applying) and AT2 (Calculating) that were identified as target areas by both Maths Moderators today, and by the MathsCo in the schools recent internal moderation meetings.

The moderators thought that opportunities for peer and self-assessment could be encouraged in Maths to give children an awareness of how they are doing and encourage them to think deeper about the concepts they are tackling.

All teachers were confident in their judgment of the level at which their children were working.

Signed

Moderators :

Date:
