



Department of Education, Sport and Culture

Rheynn Ynsee, Spoyrt as Cultoor

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Date: 11.05.18

Moderation of Maths Record 2017-18

Date – 3/5/18

School – St Mary's

Moderators – redacted

Class teachers – redacted

Activities During Visit – moderation of maths

Evidence of in house moderation – maths coordinator advised this happens

Numeracy Training Attended - yes

Moderation Meetings Attended - yes

Verbal feedback given – yes to maths coordinator

Moderation Focus

To look at evidence collected by class teachers to assess children working at levels 2b and 4b.

Comments

Thank you for the warm welcome and for the preparation that had taken place prior to our visit.

The discussion with the maths co-ordinator was useful in providing background information about maths within the school. While there is consistent use of the 7 Strands document as an assessment document across the school, teachers get their teaching objectives from a range of sources. Some teachers have started using elements of mastery but this hasn't been a focus for the school and there aren't any plans for maths to be included in the SIP.

A file containing highlighted 7 Strands documents and labelled photocopies from children's exercise books was provided as well as the children's books. There was one set of photos and it was useful to see an annotated medium term plan as well as some

notes on assessment against particular 'I can' statements but there was a heavy reliance on worksheets in some year groups. The photocopied work was labelled with relevant 'I can' statements from the 7 Strands and further evidence was found within the children's exercise books. Most work was labelled with learning intentions and it was clear to see the 7 Strands were being used across the school. There seemed to be an emphasis on calculations while some areas, such as AT1, were lacking in evidence. Much of the marking included supportive comments and made reference to the children's next steps, the Year 3 child had targets stuck in their book.

Individual Students

Evidence was looked at for 2 children who had been assessed as working at 2b and 2 children who had been assessed as working at 4b.

Child 1 (Year 6)

Child 1 was assessed as working within level 4b. Moderators agreed with this judgement.

Evidence from across the 7 Strands was provided and this was supported by the teacher's own assessment document however the teacher must ensure that if higher 'I can' statements are achieved then they can also be highlighted.

Child 2 (Year 6)

Child 2 was assessed as working within level 4b. Moderators agreed with this judgement.

Labelled and dated evidence from across the 7 Strands was provided and this was supported by the teacher's own assessment document. However the teacher must ensure that if higher 'I can' statements are achieved then they can also be highlighted.

Child 3 (Year 3)

Child 3 was assessed as working within level 2b. Moderators agreed with this judgement.

Evidence was labelled and dated and supported this judgement.

Child 4 (Year 2)

Child 4 was assessed as working within level 2b. Moderators agreed with this judgement.

Enough evidence was provided to support this judgement however the evidence was heavily weighted to number and calculating. The majority of evidence provided was worksheets and was not dated.

Areas for development

There needs to be more opportunities for practical maths, particularly where there is overreliance on worksheets.

In classes where teachers are using age related expectations, there may be further opportunities to assess skills from higher up in the 7 Strands so look at 'I can' statements beyond the level that is being focused on where relevant.

Thought needs to be given to a more consistent whole school approach to Maths (ie some staff using age related expectations) as this will have an impact on the child's progress as they move through the school, and enable a more coherent approach to the development of AT 1 and problem solving skills.

Provide more opportunities to use and apply mathematical skills, and a consistent approach across school to the development of problem solving skills.

Signed (Moderator) – redacted

Date –

Signed – (HT)

Date -

