



Department of Education, Sport and Culture

Rheynn Ynsee, Spoyrt as Cultoor

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Date: 24.05.18

Moderation of Numeracy Record 2017-18

Date – 16/5/18

School – Victoria Road School

Moderators – redacted

Class teachers – redacted

Activities During Visit – moderation of maths

Evidence of in house moderation – Headteacher stated that there has been some moderation done between teachers this year. There are plans more rigorous moderation next year.

Numeracy Training Attended - yes

Moderation Meetings Attended - yes

Verbal feedback given – yes to Headteacher (maths co-ordinator has been on long term sick)

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 maths co-ordinator has been off on long term sickness absence so the Headteacher has taken over the role.

He stated that maths has not been on the SIP for several years and that there are no concerns over the data. The school use the old framework (blocks and units) as a curriculum to ensure consistency. Staff use the electronic ticksheet but also use paper copies to highlight pupils achievement.

The Headteacher said that a few members of staff have started to use elements of maths mastery but this will be reviewed by the school next year in more detail. The children's books were provided as evidence along with an example of printed electronic ticksheets and a highlighted set of seven strands.

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 - 2b

Moderators agreed with this judgement.

Child 2 - 2b

Moderators agreed with this judgement.

Child 3 - 4b

Moderators agreed with this judgement.

Child 4 - 4b

The moderators felt that, from evidence provided, there were many elements of 4a.

Having met with child 4, it is clear he is a secure 4b.

Areas for development

The evidence was very worksheet heavy; the school needs to develop a whole school approach to improve quality and variety of evidence.

Linked to this the school needs look at the opportunities provided by the curriculum, ensuring that children receive a wide variety of mathematical experience with appropriate challenge.

The school must develop a clear way of showing evidence of AT1 being taught and levels in AT 1 achieved by children.

Ensure that children receive credit for achieving higher 'I can' statements achieved, as there very little evidence of this provided.

Consider a whole school approach improve monitoring of individual progress, for example, using a colour code system for highlighting seven strands so that a different

colour is used for every term for each year group. This would assist in the monitoring of individual progress, also ensuring children are given consistent opportunities to progress.

Signed (Moderator) –

redacted

Date – 16.05.18

Signed – (HT)

Date -
