



Isle of Man
Government
Reiltys Ellan Vannin

Department of Education and Children

Rheynn Ynsee as Paitchyn

Date – Thursday 25th May 2017

School – Vallajeelt Primary School

Moderators – redacted

Class teachers - redacted

Evidence of 'in-house' moderation activities – Yes

Moderation Training for Teachers Attended – Yes

Oral feedback provided during visit? - Yes to HT and Maths Co-ordinator

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 library.

The work was all ready for us, sorted and accompanied by the tracking sheets for one of the students. When speaking with the children they were all polite and said they enjoyed maths. They were able to explain how they learn in maths.

Work for the 2b students was regularly marked using the school marking policy, often asking students for a 'Friday appointment'. After speaking with the students this meant they were to go through their misconceptions with the teacher in smaller groups. Students thought highly of this attention.

The school currently has numeracy on its School Improvement Plan and they are trialling a new medium term planning tool to support teaching and learning, targeted towards calculations.

Individual Pupils

[redacted] The moderators agree that this child is working securely at a 2b. The progression in her book shows she is now being challenged with higher levelled work (3c I can round 2 digit numbers to the nearest 10). Activities were varied.

[redacted] The moderators agree that this child is working securely as a 2b. Work is more patchy by this student from what is shown by their level of comprehension, but after speaking with the student this concern was no longer apparent.

[redacted] The moderators agree that this child is working securely at a 4b. There was evidence of work across the strand within his book, and his confidence with number was clearly demonstrated whilst speaking with him. His passion for Numeracy Ninja was evident, and whilst he maintained it was 'all he did', his maths book said otherwise!

[redacted] The moderators agree that this child is working securely at a 4b. This student had an assessment document that clearly showed they could complete the majority of the calculating and understanding and knowing and using. There was also evidence of shape, measuring and handling data. Marking was completed by the class teacher, but no evidence was seen of student or peer marking/assessment.

Areas for Development

From looking at the children's work and speaking with them there is a lack of worded questions and problem solving challenges. When the 4b children were given a worded problem to look at they were very unsure. Erin said they sometimes get them for homework but not multi step problems. This would be an area to look at building on so students knowledge can be applied more confidently.

The HT did inform us that 'developing calculations' was on the school improvement plan for this school year and is to continue to be next year. This is something both moderators agreed would be beneficial to staff and children, especially the understanding of place value starting with 'partitioning'.

Signed – [redacted]

Date – 25.5.17