



# Department of Education, Sport and Culture

*Rheynn Ynsee, Spoyrt as Cultoor*

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## **Moderation of Science Record 2016-17**

Date – 24-05-18

School – Vallajeelt

Moderators – redacted

Class teachers – Year 2/ Year 6

School Context – The moderation started with a discussion with the Headteacher, redacted and the Deputy Headteacher redacted

Science has been identified as a priority on the School Improvement Plan since September 2016 (this is towards the end of the second year). There has been CPD input for staff from redacted the science Advisor. Twilights have taken place to look at different ways of teaching science including looking at links to other areas of the curriculum. Electronic trackers are used and a discussion was held around the benefits and limitations of these. It is anticipated that future work will look at breaking down some objectives to include smaller steps and developing further learning potential. Science is taught discreetly, and also through themes which are chosen by the children -this is monitored to ensure that there is full and robust coverage of the science curriculum. Each year group has objectives which inform planning and within Year 2 and Year 6 there is a focus upon AT1. This will be developed further by sharing best practice in the next year. There is a good understanding of AT1 and there has been a noticeable shift across the school towards the importance of it within the science curriculum. As a result investigations are more prominent and accessible.

Activities During Visit – Book scrutiny, discussion with pupils, discussion with Science lead and Headteacher.

Evidence of in house moderation – Whilst there is at present no in house moderation this is planned for as a next step. In the light of the excellent practice which was observed as having taken place the Moderators would also encourage moderation with

other cluster schools to share the good practice which is taking place and the impact of developments upon whole school teaching.

Science training attended including Science Cos - Training from [redacted] some attendance at Science Cos by Science lead.

Verbal feedback given – Both Moderators were of the same opinion. There are some very strong points in the teaching of science which should be shared. A particular strength was the planning of investigations, the feedback between staff and pupils, pupil knowledge and pupil enthusiasm for the subject.

## **Moderation Focus**

### **Overall Comments:**

There is a clear focus upon SC1. Teaching is obviously strong with high expectations and challenge. The children are enthusiastic and lessons have obvious impact. The pupil's remembering and reflecting skills are very good.

### **Individual Students:**

Student 1 yr 2 [redacted]

Level: Secure 2A with many elements of 3c developing especially in SC2,3 and 4  
Evidence provided: Work in books which was clear, well presented and annotated. AFL was very well used. Objectives linked to the activities and were linked to the objectives from the tracker. There was a wide range of activities and a good range of themes which were covered over the year. In this particular work, the Moderators paid particular interest to the use of Post its which created feedback dialogue with the child. Fair testing, predictions and conclusions were well developed. The style and content of investigations was excellent and ensured the pupil [redacted] could make his own hypothesis around his findings.

**The Moderator agreed with this level because: from discussion it was apparent that [redacted] had an excellent understanding of scientific investigations, their application and scientific knowledge which was very well developed. Through discussion it was clear that science has made an impact and he was able to think scientifically and enjoyed the challenge that was available to him**

Student 2 yr 2 [redacted]

Level: Secure 2A with some elements of 3c emerging  
Evidence provided: Work in book and discussion with the pupil [redacted]. The vast majority of level 2 objectives were marked as complete with some evidence of Level 3. There was evidence of lots of AFL and the development of a secure scientific vocabulary (which became very apparent during the discussion which followed).  
There was evidence of secondary sources being utilized to promote independent study. There was a good range of activities with a variety of observations and recording methods present. The teacher clearly has high expectations and there was good use of dialogue with the teacher to extend understanding. It was clear that [redacted] enjoys science.

**The Moderator agreed with this level because: there was clear evidence of level 2a objectives being understood, reflected upon and explained by the pupil through discussion, which reinforced the evidence which was present in the books shared. [redacted] was excited talking about science and clearly understood what had been taught. There is potential for Sc 2, 3 and 4 knowledge to be assessed at a higher level as the understanding was present. Scientific vocabulary was used accurately and in a variety of contexts**

Student 3 yr 6 [redacted]

Level: 4a with many elements of securing L5c by the end of the academic year evident  
Evidence provided: Comprehensive work in books, evidence of high quality learning which had taken place. A wide range of experiments and investigations were present which all ensured a good understanding of the properties of an investigation. There was high quality vocabulary development. Evidence was provided of pre topic assessment which enabled teaching to be relevant and challenge pupils further thus deepening understanding.

There was evidence of AT1 being actively taught well. Excellent use of different methods of data handling and interpretation.

Group work was well planned for and target driven with pupil [redacted] being able to articulate the scientific questions that were generated.

**The Moderator agreed with this level because it was clear both in the books and in the discussion that followed, that what had been presented was understood and at the correct level. The evidence of SC1 was a clear indication that S had a clear understanding of the role investigations and experimentation has within science. There is a clear understanding of data handling and scientific knowledge being developed.**

Student 4 yr 6 [redacted]

Level: 4a with many elements of 5c and beyond developing

Evidence provided: High quality written work and many examples of data handling and scientific investigations. Conversation with [redacted] indicated that he has a deepening understanding around many scientific conventions and is clearly able to extract scientific reasoning. There was evidence of learning being extended and the excellent use of the development of conclusions which has had an impact upon the level of hypothesis being derived following an investigation. Scientific vocabulary has developed well and is used correctly as a matter of course. [redacted] was able to reflect upon investigations and experiments using knowledge that was being challenged to very good effect.

**The Moderator agreed with this level because there was very clear evidence provided that demonstrated accurate use of objectives, which related to activities, knowledge and investigations which were endorsed accurately by [redacted] throughout probing questions by the Moderators. It is expected that by the end of the academic year further assessments will indicate learning beyond a level 4a.**

**Strengths:** It is apparent that the development of science is a priority and this has been developed well by the teachers whose learning we were able to reflect upon. Pupil engagement is very high. There is a real love for science.

Investigations are planned for regularly and develop to a high standard so that by the time the children leave in Year 6 they will be able to transition to KS3 with ease.

**Areas for development:**

In house moderation and moderation with other schools to share best practice. Continue to develop the teaching of SC1 across the school, sharing ideas and expertise.

Signed (Moderator) –

Date –

Signed – (HT)

Date -

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