



Isle of Man
Government

Reiltys Ellan Vannin

Department of Education and Children

Rheynn Ynsee as Paitchyn

Date – Monday 26th March 2018

School – Willaston

Moderator – redacted

Class teachers - Y6 redacted, Y5 redacted Y3 redacted Y2 redacted

Evidence of 'in-house' moderation activities – Yes - Carried out once a year. Moderation sheets provided as evidence of this.

Moderation Training for Teachers Attended –

Oral feedback provided during visit? - Yes to Maths Co and Head.

School Context

Maths appeared to be integrated into the whole school curriculum with evidence of cross curricular maths and maths challenges forming part of continuous provision.

The school is using the Seven Strands and had designed its own tracking system around this, which appeared to be well used by most teachers.

Focus Moderation To look at evidence collected by the class teacher to assess an overall level for a child at either 2b or 4b.

Individual Pupils:

Pupil re da

Teacher assessed at 4b

The moderators agreed re da was working within 4b

re da was assessed by the school as working within a 4b and the moderator would agree with this. There was a range of work, some at a higher level, and some areas of 4b were not covered so an overall level of 4b would be a good fit.

Pupil r e

r e - Teacher assessed at 4b

The moderators agreed r e was working within 4b

There was a range of work, some at a higher level, and some areas of 4b were not covered so an overall level of 4b would be a good fit.

Pupil r e

Teacher assessed r e as working within a 2b.

The moderator agreed that generally r e was working within 2b - although there was a lack of evidence.

(Please see comments below)

r e was assessed by the school as working within 2b. The moderator felt that the work presented was generally at this level, however there was a lack of work in general for r e.

Some of the targets had been ticked off on the school tracker and dated, however much of this work was missing, and work could be found that matched the relevant date, it did not match the target that had been ticked.

Pupil

Teacher assessed **r** as working within a 2a.

The moderator disagreed that **r was working within 2a.**

re was assessed by the school as working within a 2a. The moderator felt that he was significantly better than this, probably around a 3b level, although given the amount of time the moderator had, and his lack of knowledge of the child, and the amount of support **re** had been given to complete his work a definitive level could not be given. There were examples of him completing work at 3a level *(10.11.17) and 4C** (20.11.17). Whilst this does not mean he is at this level overall the moderator felt that C was currently under assessed.

*Order numbers to 100,000 (3A) 10.11.17

**Subtract HTU from HTU with exchange (4c) 20.11.17

Strengths

It was great to see the amount of problem solving that was going on in the higher classes. This aspect of Maths was clearly planned for and taught, rather than just used as an extension activity.

The children I spoke to were all polite and proud of their school.

Areas for Development

Ensure that targets from previous levels are covered as a child moves on. There were gaps in the trackers for many children for work at levels below the one they appeared to be working on. This creates a danger that parts of the subject can be missed.

Ensure that children are given credit for the level they are working at and are not under assessed.

Signed –

redacted

Date –

27.3.18