Key Stage 1 Moderation using *Maths – No Problem!*

Date: 26.02.18

Context:

Moderation is a key part of the KS1 assessment process and, as such, it is crucial that both practitioners and moderators alike have the same expectations and thereby come to the same conclusions. This is an issue that affects any school using *Maths No Problem!* at KS1.

Clear and specific moderation guidance, in relation to *Maths No Problem!*, is essential in securing judgements that are easily referenced and evidenced. This guidance is designed to enable schools to reach robust teacher assessment judgements and to provide a framework for discussion during internal and external moderation.

DfE endorsement - *Maths No Problem!*:

- The use of well-designed and tested textbooks is critical for the successful implementation of teaching for mastery. A good textbook is both an aid for the teacher in planning lessons, and for the pupil during lessons and working on their own.
- In the 2017 spring term, publishers were invited to submit textbooks for review by an expert panel established by the DfE. The panel reviewed submissions against the published criteria.
- The panel concluded that the textbook *Maths No Problem!* (published by Maths No Problem) met the published criteria.

(http://www.mathshubs.org.uk/what-maths-hubs-are-doing/teaching-for-mastery/textbooks/)

Sources of evidence (see Appendix 1 for detailed notes):

A. General guidance on evidence:
    i. The level of support must be clarified to demonstrate which pieces are independent (i.e. if a child has received adult support, this must be clearly signposted)
    ii. Journals and Workbooks constitute evidence that is derived from normal classroom practise (replacing traditional maths books)
    iii. At KS1, the exemplification materials show children have made use of concrete apparatus (which might include number lines, cubes, Numicon, Cuisenaire rods) to support their number work
    iv. It is good practise to tabulate/track where evidence for each framework strand can be located
    v. There are no stipulations in terms of quantity; however, it is best practise to have 3 pieces of evidence per ITAF strand
    vi. When making a decision that a pupil consistently demonstrates the 'pupil can' statements within a standard, teachers are expected to exercise their professional judgement

B. Evidence will come from four main sources for schools using *Maths No Problem!*:
    1. **Journals**
    2. **SATs results**
    3. **Workbooks**
    4. **Other assessments**

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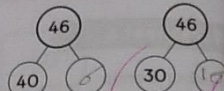# EXEMPLIFICATION

WORKING AT THE EXPECTED STANDARD

STATEMENT

The pupil can partition two-digit numbers into different combinations of tens and ones. This may include using apparatus (e.g. 23 is the same as 2 tens and 3 ones which is the same as 1 ten and 13 ones).
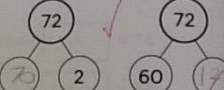
WORKBOOK: Chapter 1 (p14)

JOURNAL

CONTEXT

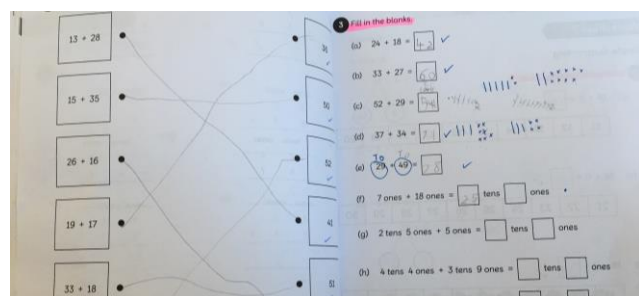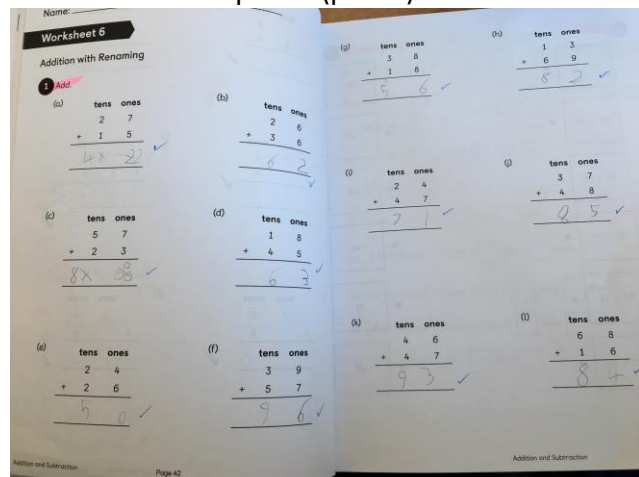For Workbook entries, the teacher observes pupils discussing the 'In Focus' task before independently completing the activities in the photo(s) above. Any adult support is clearly indicated on the piece of work.

Journaling activities are completed independently, either to extend from the Workbook, to consolidate learning or ensure prior learning evident in Workbook has been retained. Journals also provide the opportunity to draw upon a range of skills in different contexts, demonstrating their reasoning abilities. This includes the use of 'In Focus' tasks, 'Guided Practice' tasks and specifically designed reasoning and fluency tasks.
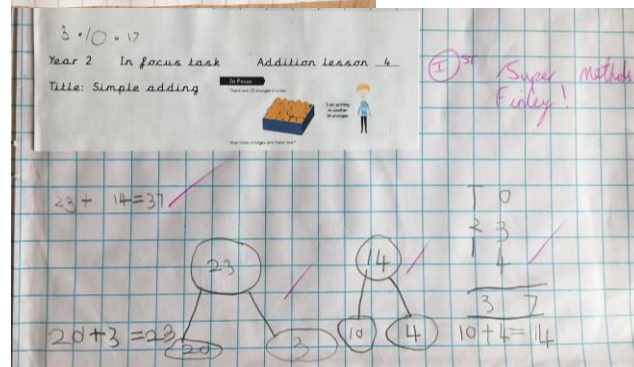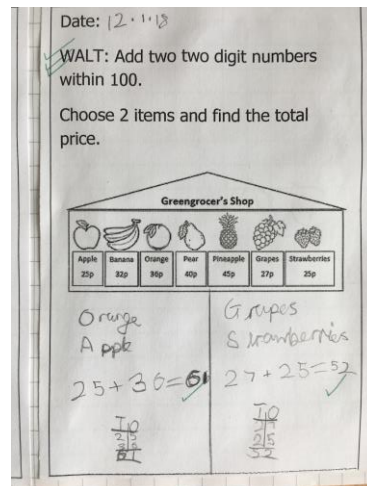
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STATEMENT

The pupil can add 2 two-digit numbers within 100 (e.g. 48 + 35) and can demonstrate their method using concrete apparatus or pictorial representations.

WORKBOOK: Chapter 2 (p42-5)

Also see: Ch 2 p35-41, Ch 10 p23-6

JOURNAL

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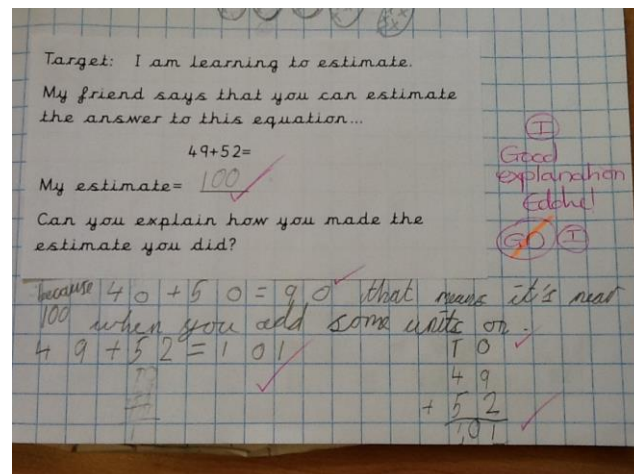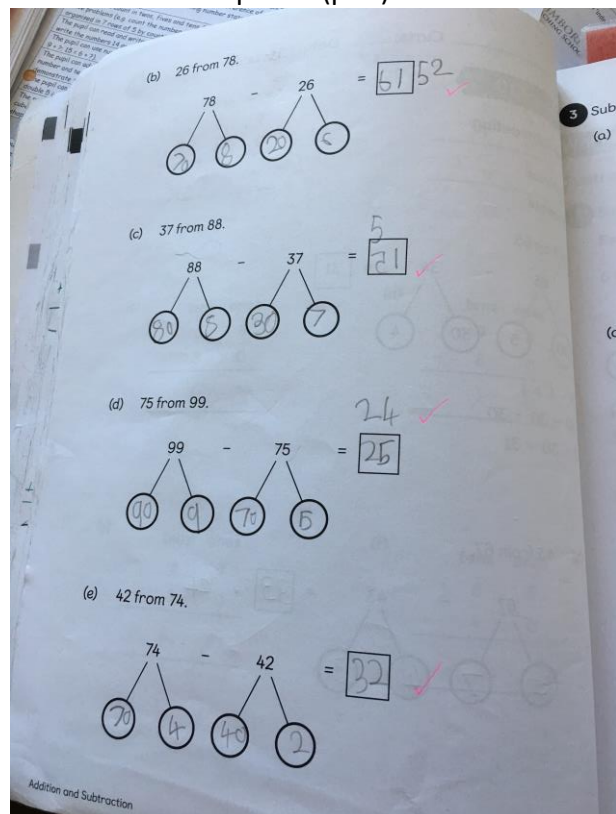
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STATEMENT

The pupil can use estimation to check that their answers to a calculation are reasonable (e.g. knowing that 48 + 35 will be less than 100).

WORKBOOK: no specific evidence

JOURNAL

Target: I am learning to estimate.

My friend says that you can estimate the answer to this equation...

$49 + 52 =$

My estimate = 100 ✓

Can you explain how you made the estimate you did?

Good explanation Edith!

because $40 + 50 = 90$ that means it's near 100 when you add some units on.

$49 + 52 = 101$ ✓

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STATEMENT

The pupil can subtract mentally a two-digit number from another two-digit number when there is no regrouping required (e.g. 74 – 33).

WORKBOOK: Chapter 2 (p58)

Also see: Ch 2 p57, Ch 10 p35-

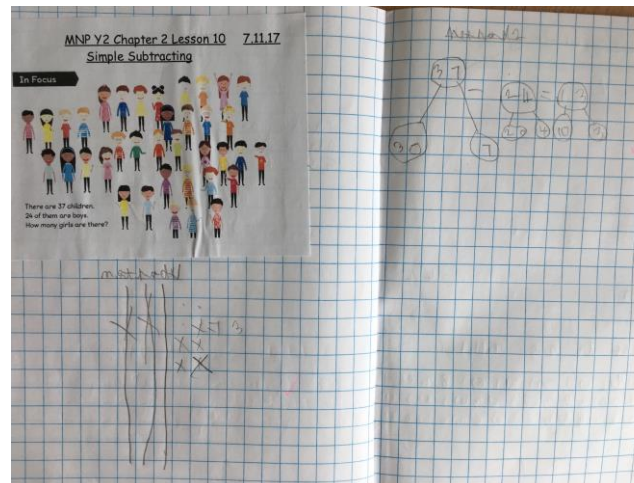JOURNAL

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STATEMENT

The pupil can recognise the inverse relationships between addition and subtraction and use this to check calculations and work out missing number problems (e.g. Δ − 14 = 28).

WORKBOOK: Chapter 4, p131

Also see: Ch 4 p133
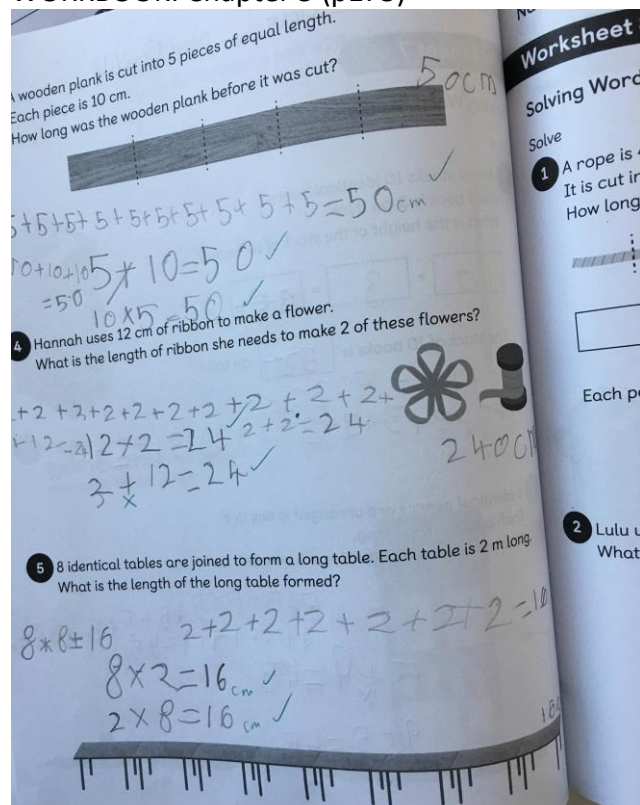
JOURNAL

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STATEMENT

The pupil can recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables to solve simple problems, demonstrating an understanding of commutativity as necessary (e.g. knowing they can make 7 groups of 5 from 35 blocks and writing 35 ÷ 5 = 7; sharing 40 cherries between 10 people and writing 40 ÷ 10 = 4; stating the total value of six 5p coins).
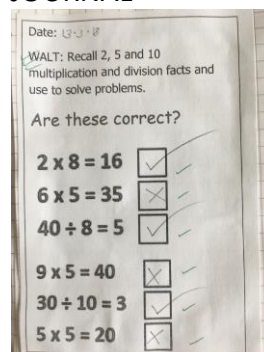
WORKBOOK: Chapter 5 (p175)

Also see: Ch5 p177, Ch6 p205-7, Ch 6 Review, Ch15 p168-170

JOURNAL

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STATEMENT

The pupil can identify 1/3, 1/4, 1/2, 2/4, 3/4 and knows that all parts must be equal parts of the whole.

WORKBOOK: Chapter 13 (p122)
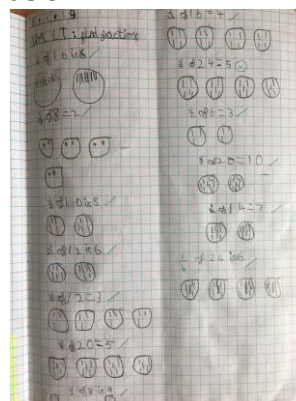
Also see: Ch 13 p95-6, p97-8, p124,
Ch 13 Review

JOURNAL

CONTEXT

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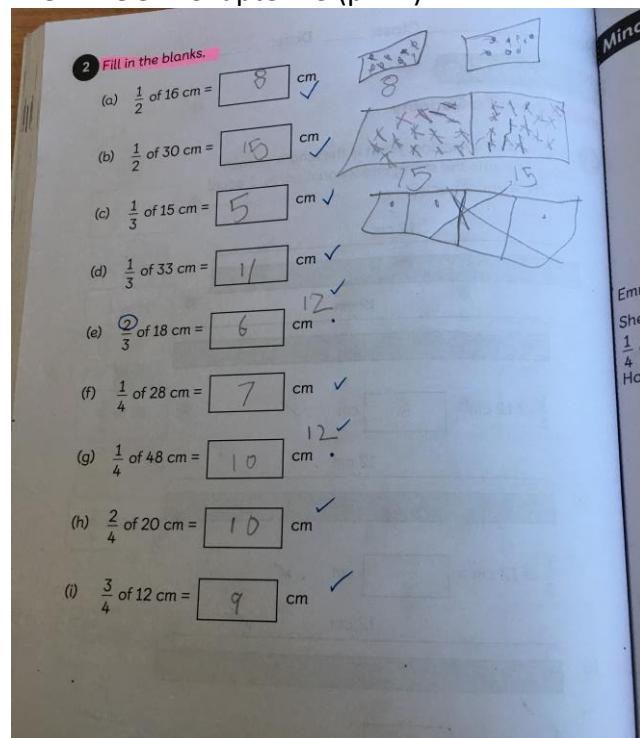
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STATEMENT

The pupil can use different coins to make the same amount (e.g. pupil uses coins to make 50p in different ways; pupil can work out how many £2 coins are needed to exchange for a £20 note).

WORKBOOK: Ch 10 p30

JOURNAL

CONTEXT

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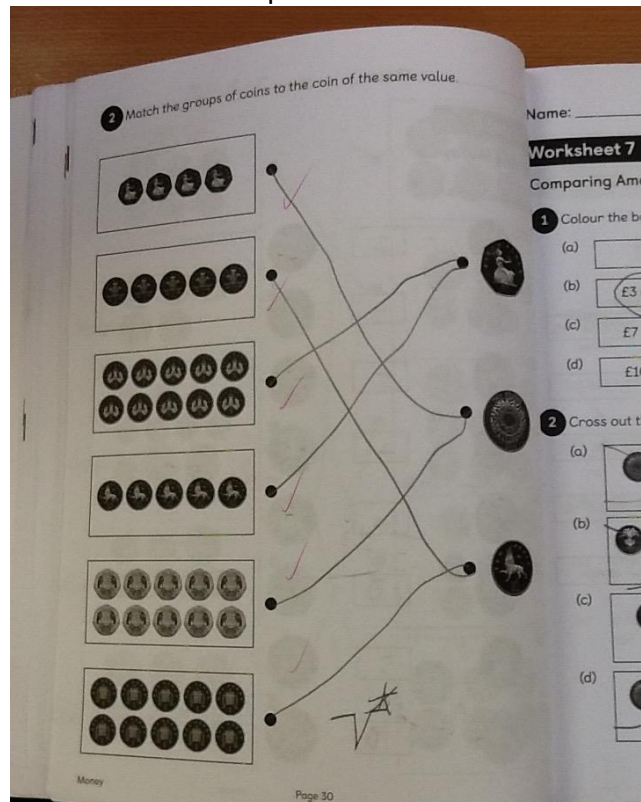
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STATEMENT

The pupil can read scales in divisions of ones, twos, fives and tens in a practical situation where all numbers on the scale are given (e.g. pupil reads the temperature on a thermometer or measures capacities using a measuring jug).

WORKBOOK: Chapter 5 (p159)
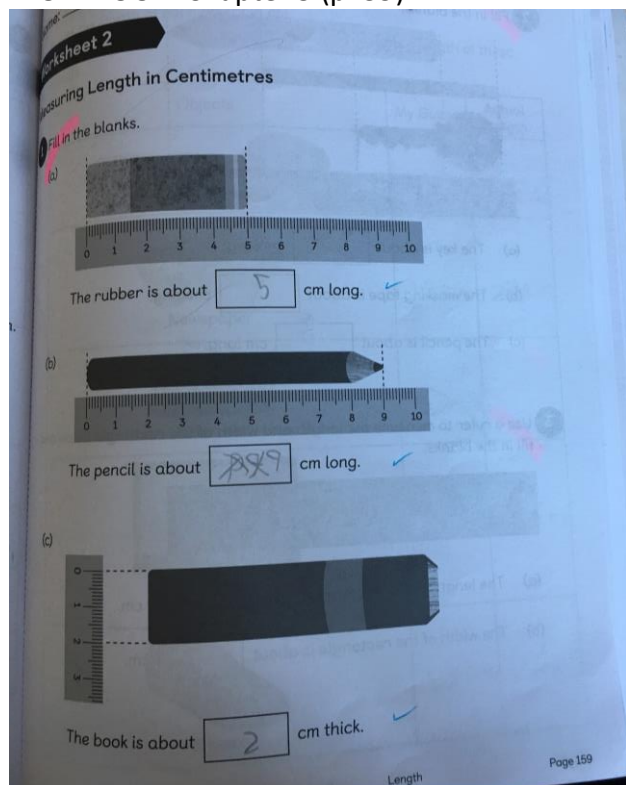
Also see: Ch6 p187, Ch7 p215 Ch15 p162

JOURNAL

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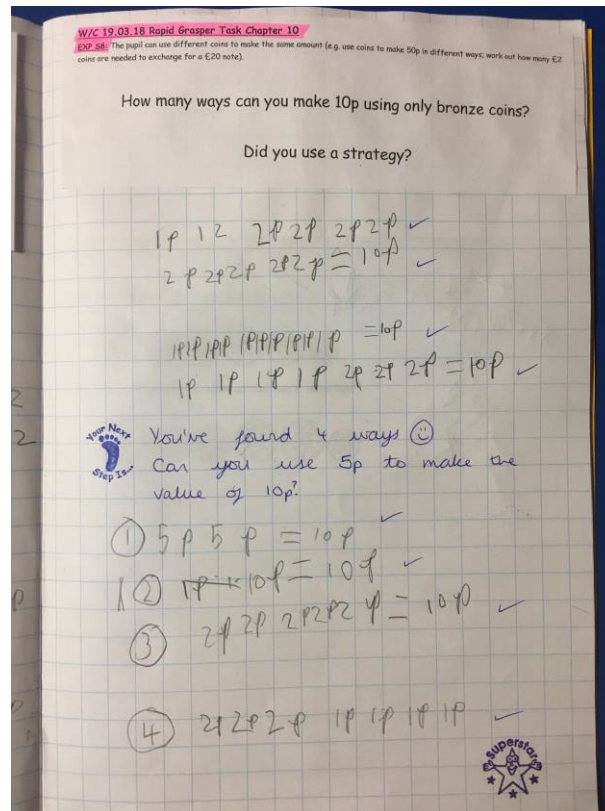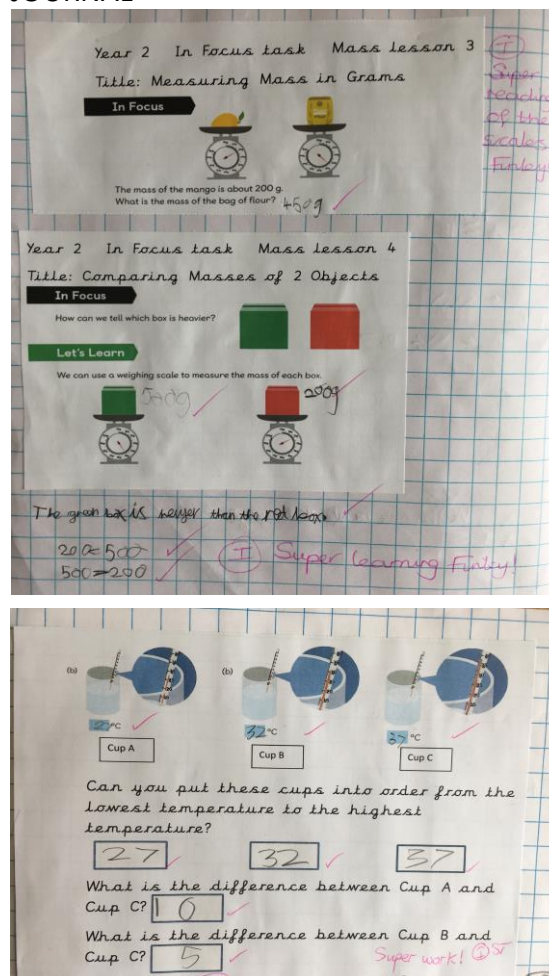
STATEMENT

The pupil can read the time on the clock to the nearest 15 minutes.

WORKBOOK: no specific evidence	JOURNAL

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STATEMENT

The pupil can describe properties of 2-D and 3-D shapes (e.g. the pupil describes a triangle: it has 3 sides, 3 vertices and 1 line of symmetry; the pupil describes a pyramid: it has 8 edges, 5 faces, 4 of which are triangles and one is a square).

WORKBOOK: Chapter 11 (p43)

Two-Dimensional Shapes — Chapter 11

Name: _____ Class: _____ Date: 52.18

Worksheet 1

Identifying Sides

1 Complete the table.

	shape	name of shape	number of sides
(a)		Rectangle	4 ✓
(b)		Triangle	3 ✓
(c)		Rectangle	4 ✓
(d)		Triangle	3 ✓
(e)		Square	4 ✓

Two-Dimensional Shapes — Page 43

Also see: Ch 11 p45, 47
Ch 12 p71

JOURNAL

Date: 13·3·18

WALT: name and describe properties of 2D and 3D shapes.

Name this shape and describe its properties.

cylinder
It rolls.
It has 3 faces.
There's no vertices
There's edges.
2 ✓

CONTEXT

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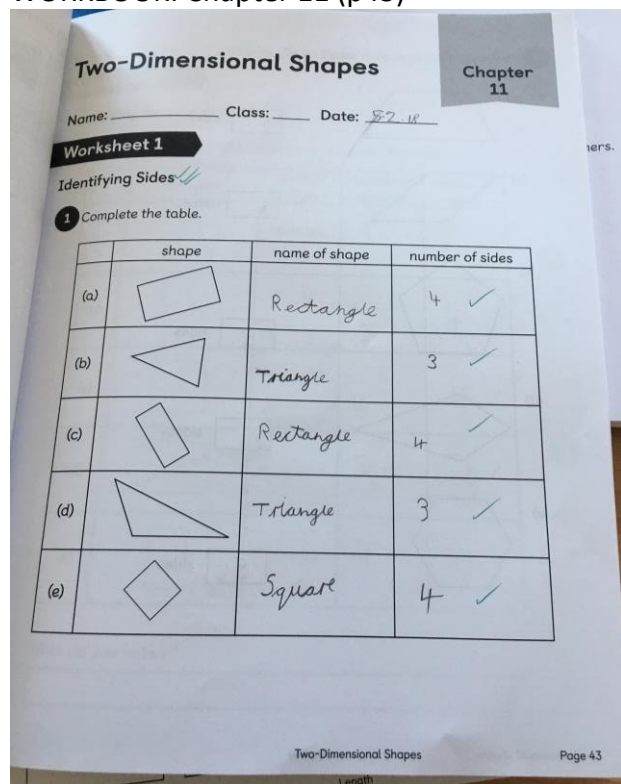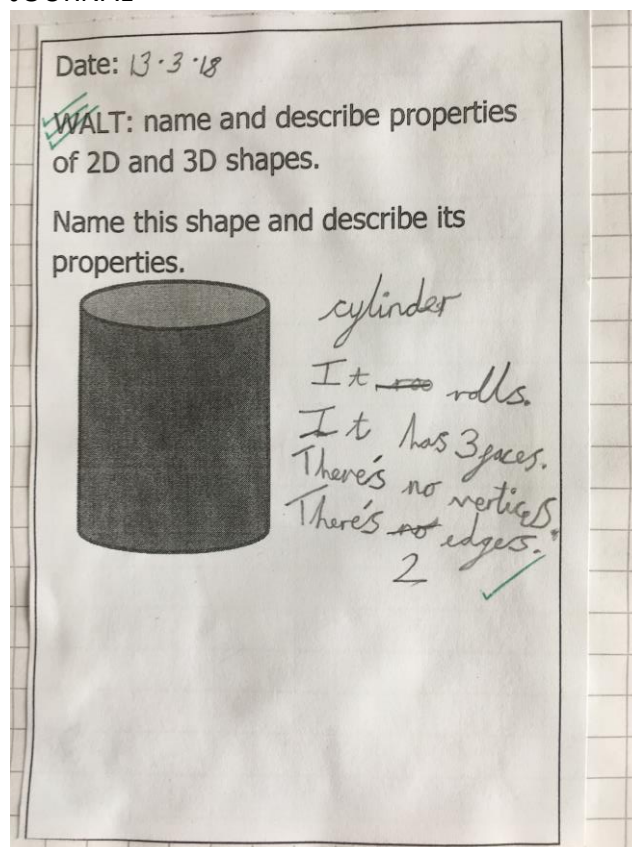
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