

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

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DRAFT GUIDELINES:

Version 1.0

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.

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

- C. Guidance on evidence source 1 – **Journals**:
 - i. *In Focus* tasks may be used as evidence
 - ii. It is good practise to reference ITAF strands on each piece of relevant work
 - iii. Organised journals will provide a portfolio of evidence

- D. Guidance on evidence source 2 – **SATs results**:
 - i. Formal test results should underpin teacher assessments
 - ii. A test question may be sufficient to show that a pupil has grasped the knowledge or skill

- E. Guidance on evidence source 3 – **Workbooks**:
 - i. Workbooks constitute evidence that is derived from normal classroom practise (replacing traditional maths books in conjunction with Journals)
 - ii. In cases where the worksheet has not been completed independently this must be clearly signposted

- F. Guidance on evidence source 4 – **Other assessments**:
 - i. Chapter 'Review' sections may be used for evidence, having allowed a period of time to elapse after having taught that chapter
 - ii. Additional assessment tasks (such as 'Key Skills' tests and 'Optional SATs') may provide evidence
 - iii. Assessment notes (for example, verbal response recording grids) may provide evidence, especially for assessment statements involving mental calculations
 - iv. Informal classroom tests may provide evidence for specific strands (for example, *read the time on the clock to the nearest 15 minutes*); this may be particularly useful with regard to coverage when using *Maths No Problem!* Materials

- G. Internal Moderation
 - i. A non-statutory but vital process conducted by schools internally and, where possible, with other schools
 - ii. Supports the quality assurance of teacher assessment judgements

Work Group (see Appendix 2 for full list of participants):

Maths professionals from across four schools collaborated to produce guidance on moderation of *Maths No Problem!* materials at KS1.

This work group was lead by Joe Jackson-Taylor, Primary Maths Mastery Specialist and SLE for Wimborne Teaching School.

Appendix 1

Relevant aspects from STA guidance: 2018 teacher assessment guidance 2018 (For schools and local authorities)

“The form of evidence supporting a teacher’s judgement is entirely up to the teacher, provided that it meets the requirement of the frameworks.”

<u>STA guidance quotation:</u>	<u>Notes: relevance to MNP</u>
<p><u>Evidence</u> Evidence of pupil performance should be derived from normal classroom practice across the curriculum and KS1 test outcomes. LAs must not dictate what schools’ evidence should look like or how it is presented for an external moderation visit. Teachers should not set specific tasks to generate evidence for moderation or produce portfolios of pupils’ work in preparation for an LA external moderation visit.</p>	<p><u>Use of workbooks</u> KPPS - Specific tasks used at within ‘independent books’ in addition to journals. MPS – Journals used as independent task evidence. Journal vs workbook: <i>In Focus</i> tasks could be independent task – careful to ensure children’s work is truly independent. Assessment sheets to write down notes on reasoning – post it at beginning or a grid to highlight areas of verbally demonstrated understanding. Mixed ability and set abilities tables can be interchangeable.</p>
<p><u>Evidence</u> During an external moderation visit, LA external moderator (s) must: not dictate what schools’ evidence should look like or how it is presented for an external moderation visit; in particular, LAs should not expect portfolios or checklists of evidence</p>	<p><u>Framing the discussion with moderators, especially those who may be unfamiliar with the textbook approach and MNP materials</u> Moderator unfamiliar with textbook approach: KPPS Independent book, test paper, journal, workbook St Luke’s – Test, journal , workbooks MPS – Journals, test and workbooks Organised journals will provide a portfolio of evidence. WALT in journals are linked to NC ref or strand in framework. Review sections could be used as a chance to show independent task. St Johns – journal – problem solving and skills test in journals and would also show within workbooks.</p>
<p><u>Evidence</u> Evidence will consist of: a. Examples’ of pupils’ work b. KS1 tests c. Teachers’ knowledge of their pupils</p>	<p><u>AfL records to support children’s work</u> Useful for reference to NC and strand MPS – links focus tasks to strands Use a grid / framework to track where evidence is in books. Best practice – not necessarily for moderators. If missed out pages in workbook then need additional evidence within journal.</p>
<p><u>Evidence</u> A pupil’s work in books will often have all the evidence a teacher needs, but evidence might come from a number of potential additional sources, such as projects, assessment notes (for example, guided reading records, phonics records, notes on mathematics exercises), classroom tests and assessments.</p>	<p><u>Use of additional classroom tests for evidence</u> St John’s - Key skills MPS - Optional tests Reviews with a gap between teaching. Reviews could be used again for children who have had additional intervention to show progress. Either new / photocopy or work with purple pen to demonstrate progress.</p>
<p><u>Evidence</u> Tests can be used as a useful indicator of a pupil’s overall attainment: in mathematics and science, a single test question may be sufficient to show that a pupil has grasped the knowledge or skill (for example, a pupil’s answer in a mathematics test might show that they can <i>read the time on the clock to the nearest 15 minutes</i>)</p>	<p><u>Specific test questions provide evidence for specific strands/objectives</u> Sign-posting particular questions (potentially not covered in MNP); devise an exit pass / next step. Records kept / grid needed to identify test questions used for evidence.</p>

<p><u>Evidence</u> In all subjects, when making a decision that a pupil consistently demonstrates the ‘pupil can’ statements within a standard, teachers are expected to exercise their professional judgement. They should be prepared to discuss this with the LA external moderator(s), with reference to the pupil’s work.</p>	<p><u>Explore “consistently”</u></p> <p>Three pieces of evidence as best practise. One or two pieces of secure evidence across the year to show retention. Spring to Summer evidence. Issue that some areas may not have been covered before moderation, consideration of coverage. Pedagogy is designed to follow chapters in order but Year 2 will need to condense to May. Advice – not to miss whole chapters, try to keep in order and do a few lessons as the next chapter may rely on the children having been taught a previous chapters skill.</p>
<p><u>Evidence</u> The pupil’s work must show that they consistently demonstrate attainment in line with the wording of the ‘pupil can’ statements within the standard they have met, taking account of any qualifiers. This does not mean that the pupil must demonstrate the ‘pupil can’ statement 100 per cent of the time. Pupils are likely to have improved over the course of the year and may make occasional mistakes with something that the teacher knows they are actually secure in.</p>	<p><u>Explore “Pupils are likely to have improved over the course of the year” wrt errors</u></p> <p>Verbal feedback not noted from many. Evidence noted of verbal reasoning on post its or written for them in journals or stamp. Useful for border-line children – WT and GD.</p>
<p><u>Evidence</u> In mathematics, it might be evident from one exercise that a pupil can <i>read scales in divisions of ones, twos, fives and tens where all numbers on the scale are given and use estimation to check that their answers to a calculation are reasonable.</i></p>	<p><u>Quantity of evidence</u></p> <p>Clear guidance in STA framework, but general consensus that you need 3 pieces of evidence to show profile of a child. Professional judgement for one piece of evidence – should feel confident that this is in the guidance.</p>
<p><u>Evidence</u> Teachers may consider a single example of a pupil’s work to provide evidence for multiple statements. A teacher will, of course, see multiple statements evidenced across a collection of work</p>	<p><u>Evidence for multiple statements</u></p> <p>Evidence could be used to show two strands, possibly more. Implications for manageable workload.</p>
<p><u>Evidence</u> Pupils’ work which demonstrates that they have met a standard is sufficient to show that they are working above preceding standards. Teachers should be confident that pupils have met the standards preceding the one at which they judge them to be working. However, they are not required to have specific evidence for that judgement.</p>	<p><u>How might this be relevant?</u></p> <p>Coverage document created by JJT – evidence for WT needed? New guidance this year. Moderators would not check ARE strands if a child is at GD – but still need evidence just in case they do not reach GD and then need ARE evidence. Be aware of this, may be a small amount of children but worth keeping in mind for some children.</p>
<p><u>Evidence</u> The teacher and LA external moderator(s) must be confident that the pupil meets all the ‘pupil can’ statements in the preceding standard(s), but there is no requirement to produce specific evidence for this. Pupils’ work which demonstrates that they meet a standard is sufficient to show that they are working above any preceding standard(s).</p>	<p><u>How might this be relevant?</u></p> <p>As above.</p>
<p><u>Additional Evidence</u> If the evidence from pupils’ work is insufficient to support teachers’ judgements, the LA external moderator(s) will request to see other examples and, potentially, will expand the sample.</p>	<p><u>Timeline: scheduling additional assessment tasks for evidence</u></p> <p>Potentially using videos to show children’s reasoning – <i>In Focus</i> task or using apparatus to solve problems as additional evidence.</p> <p>Review sections could be used. What if this review contradicts previous evidence? Children given time to go back to review their review if teacher feels they are capable, but have not yet demonstrated.</p>

<p><u>Additional Evidence</u> During an external moderation visit, LA external moderator (s) must: request additional evidence and / or expand the sample if there is insufficient evidence or concern about the accuracy of a judgement. In certain cases, the sample may be expanded to include the whole cohort.</p>	<p><u>Significance of accurate & well-evidenced Teacher Assessments</u> As above.</p>
<p><u>Independent work</u> During an external moderation, visit, LAS external moderator (s) must: be satisfied that pupils' work is independent by using the criteria in this document (see sections 5 and 6). If a pupil has received additional support, this should be clarified by the school</p>	<p><u>Signposting level of support</u> TA and CT used to mark level of support shared with moderator to make it clear what support has been given. Group work (children only) still used as independent. Workbooks also coded with levels of support provided to child.</p>
<p><u>Independent work</u> School's must: identify independent work, and clarify the degree of support a pupil has received</p>	<p><u>Agreeing aspects of MNP that are independent / not independent</u> As above.</p>
<p><u>Exemplification</u> LAs should refer to the KS1 exemplification materials if guidance is required when undertaking an external moderation visit.</p>	<p><u>MNP exemplification as part of this project?</u> A useful document for journaling, extension or follow up. Share in networks – <i>In Focus</i> tasks. Moderators or other teachers to show an example of GD and WT. GD – varied in responses so would be useful. Useful to also have exemplification of worksheets as well, as later on in the lesson the last questions are more challenging and could be used as evidence.</p>
<p><u>Moderation</u> Internal moderation – a non-statutory but vital process conducted by schools internally and, where possible, with other schools. Moderation should be a collaborative process with colleagues across key stages and undertaken throughout the academic year. This supports the quality assurance of TA judgements and provides a valuable opportunity for professional development.</p>	<p><u>This project acts as a moderation event wrt MNP.</u> Wimborne Trust Schools – MNP moderation already taking place.</p>

Appendix 2
Participants

Name	School	Role
Joe Jackson-Taylor	Muscliff Primary School	Maths Lead, PMMS, SLE
Ali Wright	Muscliff Primary School	Maths Team, Head of T&L
Katherine Fisher	Muscliff Primary School	Maths Team
Michelle Prince	St John's CE First School	Maths Lead
Matthew Cameron	King's Park Academy	Maths Lead
Jemma Heckford	King's Park Academy	Head of Y2
Helen Self	Colehill First School	Maths Lead, Deputy Head
Jo Judge	St Luke's CE Primary School	English Lead, Y2 (Senior Teacher)