

**MATHS MODERATION:
WTS/EXS PUPILS**

SAMPLE ONE

Our school subscribes to Times Tables Rock Stars to develop children's fluency in multiplication and division facts. Here you can see the pupil is fluent in her 2x, 5x, 10x and 11x facts and can recall the majority of her 3x, 4x, 7x and 8x facts.

	2	3	4	5	6	7	8	9	10	11	12
2	2 x 2	2 x 3	2 x 4	2 x 5	2 x 6	2 x 7	2 x 8	2 x 9	2 x 10	2 x 11	2 x 12
3	3 x 2	3 x 3	3 x 4	3 x 5	3 x 6	3 x 7	3 x 8	3 x 9	3 x 10	3 x 11	3 x 12
4	4 x 2	4 x 3	4 x 4	4 x 5	4 x 6	4 x 7	4 x 8	4 x 9	4 x 10	4 x 11	4 x 12
5	5 x 2	5 x 3	5 x 4	5 x 5	5 x 6	5 x 7	5 x 8	5 x 9	5 x 10	5 x 11	5 x 12
6	6 x 2	6 x 3	6 x 4	6 x 5	6 x 6	6 x 7	6 x 8	6 x 9	6 x 10	6 x 11	6 x 12
7	7 x 2	7 x 3	7 x 4	7 x 5	7 x 6	7 x 7	7 x 8	7 x 9	7 x 10	7 x 11	7 x 12
8	8 x 2	8 x 3	8 x 4	8 x 5	8 x 6	8 x 7	8 x 8	8 x 9	8 x 10	8 x 11	8 x 12
9	9 x 2	9 x 3	9 x 4	9 x 5	9 x 6	9 x 7	9 x 8	9 x 9	9 x 10	9 x 11	9 x 12
10	10 x 2	10 x 3	10 x 4	10 x 5	10 x 6	10 x 7	10 x 8	10 x 9	10 x 10	10 x 11	10 x 12
11	11 x 2	11 x 3	11 x 4	11 x 5	11 x 6	11 x 7	11 x 8	11 x 9	11 x 10	11 x 11	11 x 12
12	12 x 2	12 x 3	12 x 4	12 x 5	12 x 6	12 x 7	12 x 8	12 x 9	12 x 10	12 x 11	12 x 12

SAMPLE TWO

Independent work completed after teacher input. Here we recapped Y3 objectives after lockdown to identify any gaps.

There are some misconceptions when crossing the tens and hundreds boundary.

6.5.21
Lo add and subtract mentally.

$415 + 1 = 416$ ✓	$837 - 4 = 833$ ✓
$329 + 4 = 333$ ✓	$616 - 8 = 612$ ✓
$360 + 10 = 370$ ✓	$481 - 60 = 421$ ✓
$204 + 40 = 244$ ✓	$505 - 10 = 495$ ✓
$536 + 200 = 736$ ✓	$603 - 300 = 303$ ✓
$115 + 700 = 815$ ✓	$981 - 500 = 481$ ✓

What is 10 more than 56? 66 ✓

What is 10 less than 56? 46 ✓

What is 100 more than 417? 517 ✓

What is 100 less than 417? 317 ✓

Ⓡ O ✓
P ✓
E ✓

SAMPLE THREE

Independent work completed in the Autumn Term. One small misconception when she did have and pictorial support, you can see in her working out she counted zero as one of her steps. However she showed a good understanding when moving onto the number tracks.

25.9.20
LO: To count in steps of 50.

Counting in 50s

1 How many cards does each person have?

Phil	Eva	Mo	Aisha
100 ✓	150 ✓	200 ✓	250 ✓

Teddy has 8 packs of cards.
How many cards does Teddy have?
Teddy has 350 cards.

2 Complete the number tracks.

200	250	300	350	400	450	500	550
650	700	750	800	850	900	950	1000
650	600	550	500	450	400	350	300

0 50 100 150 200 250 300 350

① O //
P /// (25)
E ///

SAMPLE FOUR

Independent work completed this term. Pupils used cubes to find a fraction of an amount of objects. The pupil got on with this independently, dividing the cubes into equal groups before counting up the correct amount of cubes based on the numerator. Work done independently without support.

20.5.21
L.O. To find fractions of a set of objects.
Use cubes or counters to find fractions of the amounts shown.

What is $\frac{1}{3}$ of 9? ✓

What is $\frac{1}{4}$ of 8? ✓

What is $\frac{2}{5}$ of 10? ✓

What is $\frac{1}{2}$ of 14? ✓

What is $\frac{1}{3}$ of 21? ✓

What is $\frac{2}{3}$ of 21? ✓

What is $\frac{3}{4}$ of 20? ✓

What is $\frac{2}{3}$ of 18? ✓

What is $\frac{4}{5}$ of 25? ✓

What is $\frac{1}{4}$ of 24? ✓

What is $\frac{3}{4}$ of 24? ✓

What is $\frac{1}{2}$ of 22? ✓

What is $\frac{2}{6}$ of 24? ✓

What is $\frac{2}{10}$ of 30? ✓

What is $\frac{4}{5}$ of 15? ✓

ⓔ O III
P III ⓐ
E III

SAMPLE FIVE

Independent work completed in the Spring Term. Sums were displayed on the whiteboard, pupils used the grids to partition their numbers and find the total of the two numbers without crossing the tens boundary. Work completed without support showing a good understanding of place value and addition.

5.3.21

L.O. To add three digit numbers.

Write the sum from the board on the line before working out the answer using the HTO grid below.

$$207 + 32 = 239 \checkmark$$

Hundreds	Tens	Ones
□□		□□□
□□		□□

$$600 + 171 = 771 \checkmark$$

Hundreds	Tens	Ones
□□□		
□		□

$$402 + 387 = 789 \checkmark$$

Hundreds	Tens	Ones
□□ □□		□□
□□□	 	□□□□

Ⓢ O ///
P /// Ⓢ
E ///

$$120 + 40 = 160 \checkmark$$

Hundreds	Tens	Ones
□		

$$555 + 211 = 766 \checkmark$$

Hundreds	Tens	Ones
□□□		□□□
□□	□	□

$$802 + 190 = 992 \checkmark$$

Hundreds	Tens	Ones
□□□ □□		
□	 	

Hundreds	Tens	Ones
□□		

SAMPLE SIX

Independent work completed in the Spring Term. Examples of the short method were modelled on the board and pupils followed along on whiteboards. This group was then given six questions to answer using the same method. Some small misconceptions and occasionally forgot to show her exchanging but

19.3.21

LO: To subtract using exchanging.

1. Complete these calculations using place value charts and counters.

Show your workings.

a. $344 - 182 = 162$

b. $344 - 128 = 216$

c. $456 - 239 = 217$

d. $456 - 293 = 163$

e. $622 - 316 = 306$

f. $622 - 316 = 306$

The image shows a student's handwritten work on a grid background. It contains several subtraction problems and their solutions using the short method. The work is organized into columns and rows.

- Problem a:** $344 - 182 = 162$. The student shows the calculation with a horizontal line under the ones place, crossing out the 4 in the tens place and writing a 3 above it. The result is 162 with a checkmark.
- Problem b:** $344 - 128 = 216$. The student shows the calculation with a horizontal line under the ones place, crossing out the 4 in the tens place and writing a 3 above it. The result is 216 with a checkmark.
- Problem c:** $456 - 239 = 217$. The student shows the calculation with a horizontal line under the ones place, crossing out the 6 in the ones place and writing a 5 above it. The result is 217 with a checkmark.
- Problem d:** $456 - 293 = 163$. The student shows the calculation with a horizontal line under the ones place, crossing out the 6 in the ones place and writing a 5 above it. The result is 163 with a checkmark.
- Problem e:** $622 - 316 = 306$. The student shows the calculation with a horizontal line under the ones place, crossing out the 2 in the tens place and writing a 1 above it. The result is 306 with a checkmark.
- Problem f:** $622 - 316 = 306$. The student shows the calculation with a horizontal line under the ones place, crossing out the 2 in the tens place and writing a 1 above it. The result is 306 with a checkmark.

At the bottom right of the work, there are some additional markings: a circled 'I', a circled 'P', a circled 'E', and a circled 'CS'.

SAMPLE SEVEN

Work taken from pupil's lockdown learning book. Difficult to say whether she had support at home or not. We posted White Rose videos and questions on an online portal and pupils wrote the answers in their books. Shown an understanding of comparing lengths.

For other online learning maths tasks pupils completed forms online, so there is no physical evidence of sequence of learning.

2.3.21
Maths

1. 5mm, 5cm, 5m

2. There are 10 millimetres in one cm.
There are 100 centimetres in one metre.

3. 85mm = 8cm and 5mm

4. false because 1t = 700cm.
compare lengths

1. The rubber is longer than the sharpener.
The sharpener is shorter than the rubber.

2. a) 9cm < 23cm
b) fifty millimetres = 5cm
c) one metres > 1cm

3. a. 15cm > 4cm
b. 14m < 20m
c. 14cm > 7cm
d. 12m < 13m < 20m
e. yes.

4. a. The height of a baby = cm.
b. The length of a pencil = cm.
c. The height of a school = m.
d. The height of your teacher = m.
A table.

5. a. 39cm + 9cm > 47cm
b. 22m - 6m > 0m + 15m
c. 4cm + 13cm < 20m - 3m

SAMPLE EIGHT

Sample from pupil's Year Two maths book showing an understanding of comparing mass, length and capacity.

These topics were covered during lockdown on our online learning platform but again there is not physical evidence of a sequence of learning.

Pearl

1 Write the correct symbol: <, > or =

a 6cm 6m ✓

b 10kg 10g ✓

c 8ml 8l ✓

d 100cm 1m ✓

e 60kg 60g ✓

f 1l 1ml ✓

2 Write these lengths in order, shortest to longest.

6m 30cm 8m 90cm
30cm 90cm 6m 8m ✓

3 Write these masses in order, heaviest to lightest.

100g / 1kg / 10kg / 10g ✓

4 Write these capacities in order, smallest to largest.

30l / 20ml / 3l / 30ml ✓

5 Choose the correct statement.

a 1cm = 1m

b 10cm = 1m

c 100cm = 1m ✓

③ O ✓
P ✓
E ✓

CS

SAMPLE NINE

Independent work completed in the Spring Term. I modelled several examples of the short method of division (without remainders) while the pupils followed along on whiteboards. Aubree was able to do her own questions independently and then apply this knowledge to worded questions.

28421
L.O. To divide using the short method.
Remember to write a number unless you have completed your calculation

$2 \overline{)26}$	$\boxed{2} \boxed{6} + \boxed{2} = \boxed{1} \boxed{3}$ ✓
$2 \overline{)62}$	$\boxed{6} \boxed{2} + \boxed{2} = \boxed{3} \boxed{1}$ ✓
$2 \overline{)44}$	$\boxed{4} \boxed{4} + \boxed{2} = \boxed{2} \boxed{2}$ ✓
$2 \overline{)86}$	$\boxed{8} \boxed{6} + \boxed{2} = \boxed{4} \boxed{3}$ ✓
$3 \overline{)39}$	$\boxed{3} \boxed{9} + \boxed{3} = \boxed{1} \boxed{3}$ ✓
$3 \overline{)60}$	$\boxed{6} \boxed{0} + \boxed{3} = \boxed{2} \boxed{0}$ ✓
$4 \overline{)84}$	$\boxed{8} \boxed{4} + \boxed{4} = \boxed{2} \boxed{1}$ ✓

The 32 children were split into groups of 4. How many groups were there?
 $32 \div 4 = 8$ ✓

One third of the class said they had dogs as pets. If there are 27 children in the class. How many had dogs?
 $27 \div 3 = 9$ ✓

24 children go on a school trip with 3 adults. They split into equal groups with each adult. How many children are in each group?
 $24 \div 3 = 8$ ✓

Ⓢ O ///
P /// Ⓢ
E ///

SAMPLE TEN

Independent work completed in the Autumn Term. Here you can see she has a good understanding of three digit numbers and can compare them independently.

18.9.20
L.O. To compare three digit numbers.

Copy these numbers into your book and compare the statements by writing < or = between the two numbers.

93cm < 110cm ✓
 938cm > 7485cm ✓
 284cm > 110cm ✓
 704cm < 938cm ✓
 284cm < 324cm ✓
 210cm < 550cm ✓
 403cm < 700cm ✓
 210cm < 284cm ✓
 700cm > 403cm ✓
 28cm < 200cm ✓
 28cm < 403cm ✓
 485cm < 704cm ✓

100 = 100 + 0 + 0
 101 = 100 + 0 + 1
 271 = 100 + 100 + 50 + 1
 100 = 10 + 10 + 10 + 10 + 50

21.9.20
L.O. To compare numbers.

Copy these numbers into your book and compare the statements by writing < or = between the two numbers.

93cm < 110cm ✓
 938cm > 7485cm ✓
 284cm > 110cm ✓
 704cm < 938cm ✓
 284cm < 324cm ✓
 210cm < 550cm ✓
 403cm < 700cm ✓
 210cm < 284cm ✓
 700cm > 403cm ✓
 28cm < 200cm ✓
 28cm < 403cm ✓
 485cm < 704cm ✓

100 = 100 + 0 + 0
 101 = 100 + 0 + 1
 271 = 100 + 100 + 50 + 1
 100 = 10 + 10 + 10 + 10 + 50

Handwritten notes and diagrams include:
 - Base ten blocks for 237, 720, 528, 306, 325, 109, 512, 109.
 - A note: "BECAUSE HE HAS 528 AND SHE HAS 485".
 - A note: "I O // P // e //".
 - A note: "I O // P // e //".
 - A note: "I O // P // e //".
 - A note: "I O // P // e //".

ONLINE LEARNING UNITS

- Measure, compare, add and subtract lengths.
- Interprets and presents data using bar charts, pictograms and tables.

NOT YET COVERED

- Count up and down in tenths
- Recognise tenths arose from dividing an object into ten equal parts and dividing one digit numbers by ten.
- Add and subtract amounts of money to give change.
- Telling and writing the time from analogue and digital clocks.
- Identifying right angles, half turns and quarter turns.
- Identifying angles greater and smaller than a right angle.