MATHS MODERATION: WTS/EXS PUPILS

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.

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 = 405 .

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 ✓

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.

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.

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.

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 – 361 = 361

f. 622 – 316 = 306

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.

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.

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.

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.

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.