



Hampshire  
County Council

Improvement and  
Advisory Service

HIAS MOODLE OPEN RESOURCE

# Mathematics Moderation Guidance

## Year 1

Hampshire Maths Team  
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Final version

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# Overview

This document contains guidance and resources to support the moderation process of pupils' work in mathematics. It offers a consistent framework and clear criteria for evaluating pupils' work and will support teachers in making accurate and confident teacher judgements. Teachers should use the document to facilitate professional dialogue and shared understanding, allowing educators to make informed and accurate decisions about pupil strengths and next steps.

## **Points to consider when using this resource**

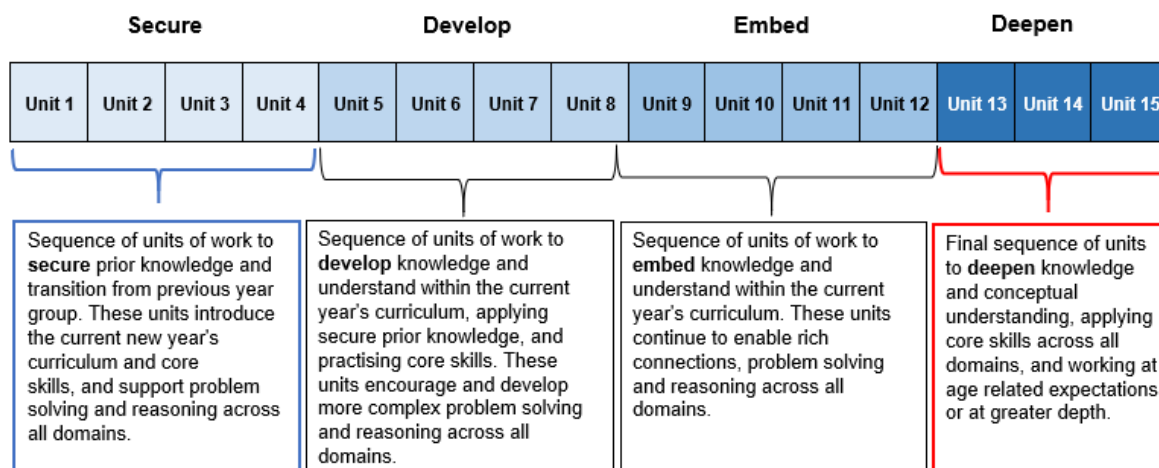
- The milestones align with the Hampshire Assessment Model (HAM).
- This is not to be used as an assessment document but to support the professional conversation during moderation.
- Only a few National Curriculum objectives have been selected for each milestone, but all National Curriculum objectives should be considered when planning and assessing.

## Long-term curriculum map for Year 1

Year 1 – Yearly Overview					Hampshire Services HMS SCHOOL IMPROVEMENT		HIAS MOODLE+ RESOURCE							
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14
Autumn	1.1 Number and Place Value Addition and Subtraction				1.2 Measurement	1.2 Addition and Subtraction		1.3 Multiplication and Division	1.3 Fractions and Geometry		1.4 Number and Place Value Addition and Subtraction			
	Measurement: Utilise everyday opportunities to develop understanding of the passing of time (hours) and 'time' language (yesterday, tomorrow, morning, afternoon, evening) and comparative language (quicker, slower etc). Introduce days of the week, months and dates.													
Spring	1.5 Addition and Subtraction		1.5 Measurement: Time and Mass	1.6 Fractions and Geometry	1.6 Multiplication and Division		1.7 Number and Place Value Addition and Subtraction			1.8 Addition and Subtraction with Money				
	Measurement: Utilise everyday opportunities to develop understanding of the passing of time (hours and half-hours)													
Summer	1.9 Addition and Subtraction with Mass	1.10 Multiplication and Division		1.11 Geometry	1.12 Number and Place Value Addition and Subtraction			1.13 Fractions with Multiplication and Division		1.14 Measurement: Capacity and Volume	1.14 Measurement: Time	1.15 Geometry		

Please find more information about the [long-term curriculum maps on Moodle+](#)

## Overview of curriculum intent



## Key Assessment Bands

AM1	AM2	AM3	ARE
Assessment Milestone 1	Assessment Milestone 2	Assessment Milestone 3	Assessment ARE

## What makes a successful moderation?

Completing a whole school moderation allows for a professional conversation to take place and provides you the opportunity to talk about their pupils. To be forensic regarding the pupil work and ask questions, it is important to select a few objectives to focus upon. It is not possible to look at all objectives across the National Curriculum and show evidence as this would mean looking at a lot of pieces of work and would dilute the professional conversations. We have selected a small number of objectives from across the curriculum to allow for different domains to be discussed which will help to inform areas where further interventions may be required as well as particular strengths to celebrate.

### What does 'on track' look like?

As part of the moderation session, you should consider what evidence would look like to show a pupil was on track to meet age related expectations by the end of the year. Agree this from the start of the conversation so that teachers know what they are looking for.

### Look at the tasks as well as the pupil responses.

When moderating pupil work look carefully at the tasks. Think about whether the task has enabled the pupil to demonstrate a good understanding of the standard. Sometimes it is not the pupils' response but instead the task that has not allowed the children to show a good enough understanding of the given objective. This will help to inform future planning and support teachers to select tasks carefully when planning a learning journey.

### Look for all 3 aims.

Fluency, Reasoning and Problems Solving. The 3 aims from the National Curriculum that all pupils should experience and be taught objectives through. When moderating, ensure that you look for each of the aims. Evidence of fluency, reasoning and problem solving do not need to be shared for each individual objective but across the body of work shared, there should be evidence of all 3. Use moderation as an opportunity to look out for this and then inform planning for the next half term.

## **Moderation is an opportunity to be diagnostic**

Being provided with the opportunity to share pupil work and discuss individual pupils also provides us the opportunity to be diagnostic and identify individual and cohort next steps. Take time after a moderation session to make some notes. Knowing exactly what to do next, can make the whole experience worthwhile and informative.

- What do you need to do next to secure age related expectations/the greater depth standard?
- What domains need more time?
- What adaptations need to be made to long-term planning?
- What interventions would benefit individual/groups of pupils.

## **Holding a professional conversation**

When moderating with our colleagues, it is sometimes difficult to know the types of questions to ask. Below I have included a possible list of questions to provide a starting point:

- *Can you provide me with a further context to this lesson?*
- *What was the child saying/doing that makes you think they are secure with this objective?*
- *How can you be sure the objective is mastered?*
- *Is the child able to apply the knowledge to reasoning and problem-solving questions?*
- *How much support was provided to complete the task?*
- *At what point was the support/scaffold removed?*
- *Where are the opportunities for independent practice?*
- *Are you able to evidence that the child is still secure with the objective?*

## Moderation Year 1 – Milestone 1

<b>Number Place Value:</b> Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.	
<i>Strengths:</i>	<i>Next steps:</i>
<b>Addition and Subtraction:</b> Add and subtract one digit	
<i>Strengths:</i>	<i>Next steps:</i>
<b>Multiplication and Division:</b> Share objects equally by counting how many in each group.	
<i>Strengths:</i>	<i>Next steps:</i>
<b>Fractions:</b> Recognise, find and name a half as one of two equal parts of an object, shape or quantity.	
<i>Strengths:</i>	<i>Next steps:</i>
<b>Measurement:</b> Compare, describe and solve practical problems for: - Lengths and heights (eg long/short, longer/shorter, tall/short, double/half) - Time (quicker, slower, earlier, later)	
<i>Strengths:</i>	<i>Next steps:</i>
<b>Geometry:</b> Recognise and name common 2-D shapes including squares and circles.	
<i>Strengths:</i>	<i>Next steps:</i>

## Moderation Year 1 – Milestone 2

<b>Number Place Value:</b> Count in multiples of twos, and tens.	
<i>Strengths:</i>	<i>Next steps:</i>
<b>Addition and Subtraction:</b> Represent and use number bonds and related subtraction facts within 20. Add and subtract one-digit and two-digit numbers to 20, including zero.	
<i>Strengths:</i>	<i>Next steps:</i>
<b>Multiplication and Division:</b> Solve one-step problems involving multiplication, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.	
<i>Strengths:</i>	<i>Next steps:</i>
<b>Fractions:</b> Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.	
<i>Strengths:</i>	<i>Next steps:</i>
<b>Measurement:</b> Compare, describe and solve practical problems for: <ul style="list-style-type: none"> <li>- mass / weight</li> <li>- time (minutes)</li> <li>- tell the time to the hour and half past the hour and</li> <li>- draw the hands on a clock face to show these times</li> </ul>	
<i>Strengths:</i>	<i>Next steps:</i>
<b>Geometry:</b> Recognise and name common 2-D shapes including rectangles, squares, circles and triangles.	
<i>Strengths:</i>	<i>Next steps:</i>

## Moderation Year 1 – Milestone 3

<b>Number Place Value:</b> count in multiples of twos, fives and tens	
<i>Strengths:</i>	<i>Next steps:</i>
<b>Addition and Subtraction:</b> Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \underline{\quad} - 9$	
<i>Strengths:</i>	<i>Next steps:</i>
<b>Multiplication and Division:</b> Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.	
<i>Strengths:</i>	<i>Next steps:</i>
<b>Fractions:</b> Recognise, find and name a half as one of two equal parts of an object, shape or quantity. Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity. (From milestone 1 and 2- deeper)	
<i>Strengths:</i>	<i>Next steps:</i>
<b>Measurement:</b> Compare, describe and solve practical problems for lengths and height; mass or weight; capacity or volume.	
<i>Strengths:</i>	<i>Next steps:</i>
<b>Geometry:</b> Recognise and name common 3-D shapes including cuboids, cubes, pyramids and spheres.	
<i>Strengths:</i>	<i>Next steps:</i>



## Moderation Year 1 – Milestone 4

<p><b>Number Place Value:</b> Count, read and write numbers to 100 in numerals. Count in multiples of twos, fives and tens.</p>	
<p><i>Strengths:</i></p>	<p><i>Next steps:</i></p>
<p><b>Addition and Subtraction:</b> Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as <math>7 = \underline{\quad} - 9</math></p>	
<p><i>Strengths:</i></p>	<p><i>Next steps:</i></p>
<p><b>Multiplication and Division:</b> Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.</p>	
<p><i>Strengths:</i></p>	<p><i>Next steps:</i></p>
<p><b>Fractions:</b> Recognise, find and name a half as one of two equal parts of an object, shape or quantity. Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity. (From milestone 1 and 2- deeper)</p>	
<p><i>Strengths:</i></p>	<p><i>Next steps:</i></p>
<p><b>Measurement:</b> Compare, describe and solve practical problems for lengths and height; mass or weight; capacity or volume.</p>	
<p><i>Strengths:</i></p>	<p><i>Next steps:</i></p>
<p><b>Geometry:</b> Recognise and name common 3-D shapes including cuboids, cubes, pyramids and spheres.</p>	
<p><i>Strengths:</i></p>	<p><i>Next steps:</i></p>

# HIAS Maths Team

Jo Lees – Lead Inspector  
Email: [jo.lees@hants.gov.uk](mailto:jo.lees@hants.gov.uk)

Rebecca Vickers – Teaching & Learning Advisor  
Email: [rebecca.vickers@hants.gov.uk](mailto:rebecca.vickers@hants.gov.uk)

Kate Spencer – Lead Inspector  
Email: [kathryn.spencer@hants.gov.uk](mailto:kathryn.spencer@hants.gov.uk)

Nikki Barber – Teaching & Learning Advisor  
Email – [nicola.barber@hants.gov.uk](mailto:nicola.barber@hants.gov.uk)

Olivia Goodburn – Teaching & Learning Advisor  
Email – [olivia.goodburn@hants.gov.uk](mailto:olivia.goodburn@hants.gov.uk)

For further details on the full range of services available please contact us using the following email:

[htlcdev@hants.gov.uk](mailto:htlcdev@hants.gov.uk)

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