



Hampshire  
County Council

Improvement and  
Advisory Service

HIAS MOODLE OPEN RESOURCE

# Mathematics Moderation Guidance

## Year 2

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 2

Year 2 – Yearly Overview		Hampshire Services HIAS SCHOOLS, PARTNERSHIP		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	2.1 Number and Place Value Addition and Subtraction				2.2 Measurement	2.2 Addition and Subtraction		2.3 Multiplication and Division		2.3 Fractions and Geometry	2.4 Number and Place Value Addition and Subtraction			2.4 Statistics
	Measurement: Time : Utilise everyday opportunities to tell the time and develop the days of the week and the months of the year Calculation: Utilise everyday contexts to increase fluency with mental strategies using number facts to 20													
Spring	2.5 Addition and Subtraction		2.5 Measurement: Time and Mass		2.6 Fractions and Geometry	2.6 Multiplication and Division		2.7 Number and Place Value Addition and Subtraction		2.7 Statistics	2.8 Calculate with money	2.8 Fractions		
	Measurement: Time: Utilise everyday opportunities to tell the time and develop knowledge of 24 hours in a day and 60 minutes in an hour													
Summer	2.9 Measure and Geometry	2.9 Addition and Subtraction	2.10 Multiplication and Division		2.12 Number and Place Value Addition and Subtraction				2.13 Fractions		2.14 Measurement		2.15 Geometry	

*\*2.11 – Historical statutory testing week.*

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

### Overview of curriculum intent

Secure				Develop				Embed				Deepen		
Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12	Unit 13	Unit 14	Unit 15
Sequence of units of work to <b>secure</b> prior knowledge and transition from previous year group. These units introduce the current new year's curriculum and core skills, and support problem solving and reasoning across all domains.				Sequence of units of work to <b>develop</b> knowledge and understand within the current year's curriculum, applying secure prior knowledge, and practising core skills. These units encourage and develop more complex problem solving and reasoning across all domains.				Sequence of units of work to <b>embed</b> knowledge and understand within the current year's curriculum. These units continue to enable rich connections, problem solving and reasoning across all domains.				Final sequence of units to <b>deepen</b> knowledge and conceptual understanding, applying core skills across all domains, and working at age related expectations or at greater depth.		

### 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 which 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 2 – Milestone 1

<p><b>Number Place Value:</b> Identify, represent and estimate numbers using different representations, including the number line.</p>	
<p><i>Strengths:</i></p>	<p><i>Next steps:</i></p>
<p><b>Addition and Subtraction:</b> Recall and use addition and subtraction facts to 20 fluently. Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones; a two-digit number and tens.</p>	
<p><i>Strengths:</i></p>	<p><i>Next steps:</i></p>
<p><b>Multiplication and Division:</b> Recall and use multiplication and division facts for the 2, and 10 multiplication tables, including recognising odd and even numbers</p>	
<p><i>Strengths:</i></p>	<p><i>Next steps:</i></p>
<p><b>Fractions:</b> Recognise, find, name and write fractions <math>\frac{1}{3}</math> and <math>\frac{1}{4}</math></p>	
<p><i>Strengths:</i></p>	<p><i>Next steps:</i></p>
<p><b>Measurement:</b> Compare and order lengths, record the results using <math>&gt;</math>, <math>&lt;</math> and <math>=</math></p>	
<p><i>Strengths:</i></p>	<p><i>Next steps:</i></p>
<p><b>Geometry:</b> Identify and describe the properties of 2-D shapes, including the number of sides and symmetry in a vertical line</p>	
<p><i>Strengths:</i></p>	<p><i>Next steps:</i></p>

## Moderation Year 2 – Milestone 2

<b>Number Place Value:</b> Use place value and number facts to solve problems.	
<i>Strengths:</i>	<i>Next steps:</i>
<b>Addition and Subtraction:</b> Adding three one-digit numbers.	
<i>Strengths:</i>	<i>Next steps:</i>
<b>Multiplication and Division:</b> Recall and use multiplication and division facts for the 5-multiplication table	
<i>Strengths:</i>	<i>Next steps:</i>
<b>Fractions:</b> Recognise, find, name and write fractions $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity.	
<i>Strengths:</i>	<i>Next steps:</i>
<b>Measurement:</b> Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change. Tell and write the time including quarter past/to the hour and draw the hands on a clock face to show these times.	
<i>Strengths:</i>	<i>Next steps:</i>
<b>Geometry:</b> Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces.	
<i>Strengths:</i>	<i>Next steps:</i>
<b>Statistics:</b> Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity.	
<i>Strengths:</i>	<i>Next steps:</i>

## Moderation Year 2 – Milestone 3

<b>Number Place Value:</b> Count in steps of 3 from 0 forward or backward	
<i>Strengths:</i>	<i>Next steps:</i>
<b>Addition and Subtraction:</b> Recall and use addition and subtraction facts to 20 fluently and derive and use related facts up to 100. Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: two-digit numbers.	
<i>Strengths:</i>	<i>Next steps:</i>
<b>Multiplication and Division:</b> Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.	
<i>Strengths:</i>	<i>Next steps:</i>
<b>Fractions:</b> Recognise, find, name and write fractions $\frac{1}{3}$ ; $\frac{1}{4}$ ; $\frac{2}{4}$ ; $\frac{3}{4}$ of a length, shape and quantity.	
<i>Strengths:</i>	<i>Next steps:</i>
<b>Measurement:</b> Tell and write the time to 5 minutes.	
<i>Strengths:</i>	<i>Next steps:</i>
<b>Geometry:</b> Compare and sort common 2-D and 3-D shapes and everyday objects.	
<i>Strengths:</i>	<i>Next steps:</i>
<b>Statistics:</b> Interpret and construct simple pictograms, tally charts, block diagrams and simple tables.	
<i>Strengths:</i>	<i>Next steps:</i>



## Moderation Year 2 – Milestone 4

<b>Number Place Value:</b> Count in steps of 3 from 0 forward or backward	
<i>Strengths:</i>	<i>Next steps:</i>
<b>Addition and Subtraction:</b> Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and missing number problems.	
<i>Strengths:</i>	<i>Next steps:</i>
<b>Multiplication and Division:</b> Solve problems involving multiplication and division facts, including problems in contexts. Solve problems involving multiplication and division, using materials, arrays and mental methods.	
<i>Strengths:</i>	<i>Next steps:</i>
<b>Fractions:</b> Recognise, find, name and write fractions $\frac{1}{3}$ ; $\frac{1}{4}$ ; $\frac{2}{4}$ ; $\frac{3}{4}$ of a length, shape and quantity.	
<i>Strengths:</i>	<i>Next steps:</i>
<b>Measurement:</b> Choose and use appropriate standard units to estimate and measure mass (kg/g); temperature ( $^{\circ}\text{C}$ ); capacity (litres/ml) to the nearest appropriate unit, using scales thermometers and measuring vessels	
<i>Strengths:</i>	<i>Next steps:</i>
<b>Geometry:</b> Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anticlockwise).	
<i>Strengths:</i>	<i>Next steps:</i>
<b>Statistics:</b> Interpret and construct simple pictograms, tally charts, block diagrams and simple tables.	
<i>Strengths:</i>	<i>Next steps:</i>

# 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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