



Hampshire
County Council

Improvement and
Advisory Service

HIAS MOODLE OPEN RESOURCE

Mathematics Moderation Guidance

Year 3

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

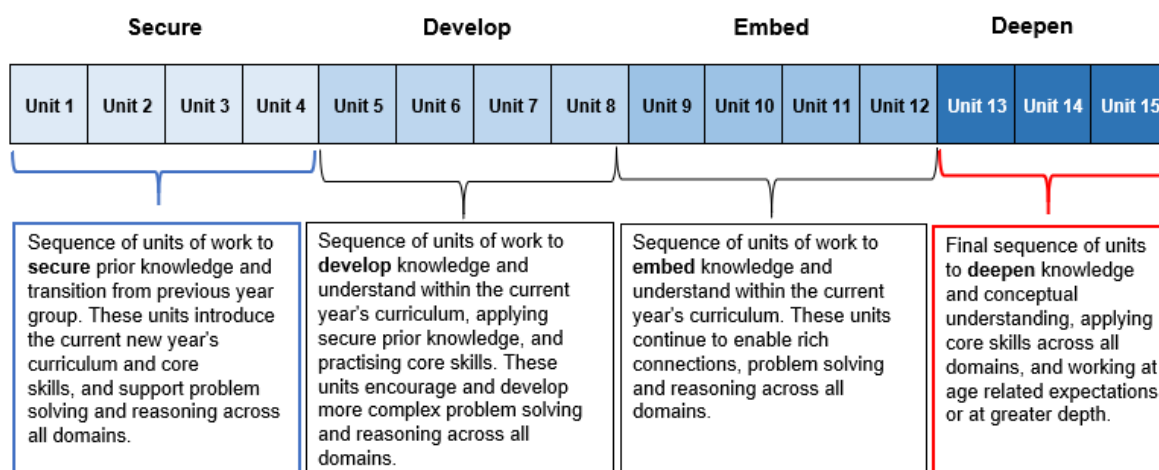
- The milestones align with the Hampshire Assessment Model (HAM).
- This is not to be used as an assessment document but to support the professional conversation during moderation.
- Only a few National Curriculum objectives have been selected for each milestone, but all National Curriculum objectives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

Long term curriculum map for Year 3

Year 3 – Yearly Overview				 <small>HIAS SCHOOL IMPROVEMENT</small>		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	3.1 Number and Place Value Addition and Subtraction			3.2 Measurement: Money	3.2 Addition and Subtraction	3.3 Multiplication and Division		3.4 Fractions		3.4 Geometry		3.5 Measurement	3.5 Measurement: Time	
	Measurement: Time : Utilise everyday opportunities to tell the time from an analogue clock. Use the vocabulary of time (am/pm; morning/afternoon; noon/midnight). Know the number of days in each month, year and leap year													
Spring	3.6 Fractions	3.6 Geometry	3.7 Addition and Subtraction			3.8 Measurement: Time	3.9 Multiplication and Division		3.9 Fractions	3.10 Number and Place Value Addition and Subtraction with Measurement		3.10 Statistics		
	Measurement: Time: Utilise everyday opportunities to tell the time, including on a clock face with Roman numerals. Number: Practise counting in multiples of 3, 4 and 50, and in 100s from any number.													
Summer	3.11 Multiplication and Division			3.12 Geometry		3.13 Addition and Subtraction		3.14 Multiplication and Division		3.14 Fractions	3.15 Measurement: Money and Time		3.16 Measurement: length	

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 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 3 – Milestone 1

Number Place Value: Recognise the place value of each digit in a three-digit number (hundreds, tens, ones).	
<i>Strengths:</i>	<i>Next steps:</i>
Addition and Subtraction: Add and subtract numbers mentally, including: a three-digit number and ones; three-digit number and hundreds.	
<i>Strengths:</i>	<i>Next steps:</i>
Multiplication and Division: Recall and use multiplication and division facts for the 3, 4 multiplication tables.	
<i>Strengths:</i>	<i>Next steps:</i>
Fractions: Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts. Compare and order unit fractions, and fractions with the same denominators.	
<i>Strengths:</i>	<i>Next steps:</i>
Measurement: Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ ml). Tell and write the time from an analogue clock, and 12-hour.	
<i>Strengths:</i>	<i>Next steps:</i>
Geometry: Identify right angles; identify horizontal and vertical lines.	
<i>Strengths:</i>	<i>Next steps:</i>
Statistics: Interpret and present data using bar charts, pictograms and tables	
<i>Strengths:</i>	<i>Next steps:</i>

Moderation Year 3 – Milestone 2

Number Place Value: Count from 0 in multiples of 4, 50 and 100; find 10 or 100 more or less than a given number.	
<i>Strengths:</i>	<i>Next steps:</i>
Addition and Subtraction: Add and subtract numbers with up to three digits (using a variety of mental strategies).	
<i>Strengths:</i>	<i>Next steps:</i>
Multiplication and Division: Recall and use multiplication and division facts for the 4 and 8 multiplication tables.	
<i>Strengths:</i>	<i>Next steps:</i>
Fractions: Recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10. Recognise and show, using diagrams, equivalent fractions with small denominators	
<i>Strengths:</i>	<i>Next steps:</i>
Measurement: Measure the perimeter of simple 2-D shapes Add and subtract amounts of money to give change, using both £ and p in practical contexts.	
<i>Strengths:</i>	<i>Next steps:</i>
Geometry: Recognise angles as a property of shape	
<i>Strengths:</i>	<i>Next steps:</i>
Statistics: Interpret and present data using bar charts, pictograms and tables	
<i>Strengths:</i>	<i>Next steps:</i>

Moderation Year 3 – Milestone 3

Number Place Value: Count from 0 in multiples of 4, 8, 50 and 100	
<i>Strengths:</i>	<i>Next steps:</i>
Addition and Subtraction: Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.	
<i>Strengths:</i>	<i>Next steps:</i>
Multiplication and Division: Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental strategies and formal methods.	
<i>Strengths:</i>	<i>Next steps:</i>
Fractions: Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators. Add and subtract fractions with the same denominator within one whole. (eg $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$)	
<i>Strengths:</i>	<i>Next steps:</i>
Measurement: Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks	
<i>Strengths:</i>	<i>Next steps:</i>
Geometry: Recognise 3-D shapes in different orientations and describe them.	
<i>Strengths:</i>	<i>Next steps:</i>
Statistics: Interpret and present data using scaled bar charts, pictograms and tables to solve one-step and two-step questions, for example, 'How many more?' and 'How many fewer?'	
<i>Strengths:</i>	<i>Next steps:</i>

Moderation Year 3 – Milestone 4

Number Place Value: Count from 0 in multiples of 4, 8, 50 and 100	
<i>Strengths:</i>	<i>Next steps:</i>
Addition and Subtraction: Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.	
<i>Strengths:</i>	<i>Next steps:</i>
Multiplication and Division: Recall and use multiplication and division facts for the 4 and 8 multiplication tables.	
<i>Strengths:</i>	<i>Next steps:</i>
Fractions: Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators.	
<i>Strengths:</i>	<i>Next steps:</i>
Measurement: Estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight.	
<i>Strengths:</i>	<i>Next steps:</i>
Geometry: Recognise angles as a property of shape or a description of a turn. identify whether angles are greater than or less than a right angle.	
<i>Strengths:</i>	<i>Next steps:</i>
Statistics: Interpret and present data using scaled bar charts, pictograms and tables to solve one-step and two-step questions, for example, 'How many more?' and 'How many fewer?'	
<i>Strengths:</i>	<i>Next steps:</i>

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