



Hampshire
County Council

Improvement and
Advisory Service

HIAS MOODLE OPEN RESOURCE

Mathematics Moderation Guidance

Year 4

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 4

Year 4 – Yearly Overview

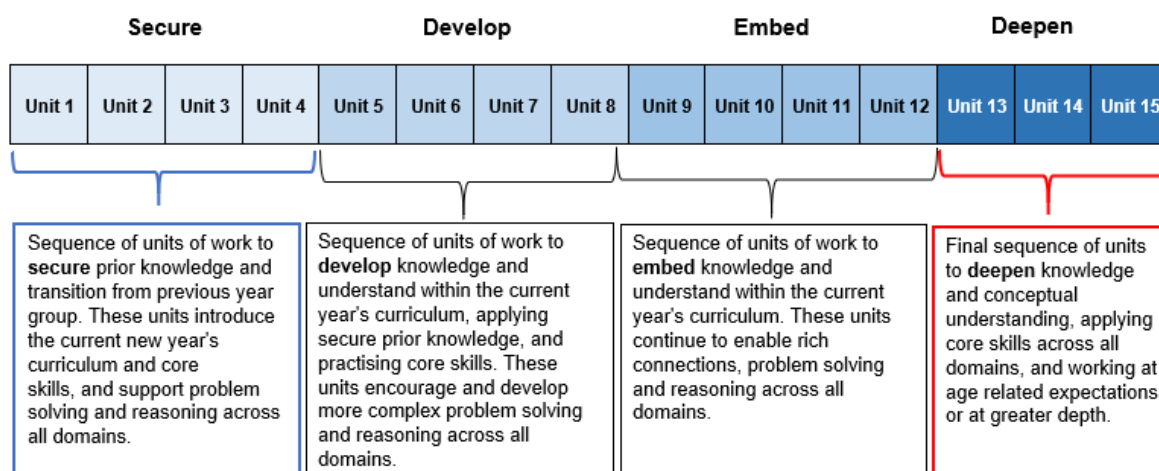


HIAS MOODLE+ RESOURCE

	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	4.1 Number and Place Value Addition and Subtraction			4.2 Measurement with Addition and Subtraction		4.3 Multiplication and Division		4.4 Fractions			4.4 Geometry	4.5 Measurement		4.5 Time
	Measurement: Time : Utilise everyday opportunities to tell the time from an analogue clock and a 24-hour clock. Estimate and read time with increasing accuracy to the nearest minute. Convert from hours to minutes, minutes to seconds, years to months, weeks to days.													
Spring	4.6 Fractions		4.6 Geometry	4.7 Number and Place Value Addition and Subtraction			4.8 Measurement: Time	4.9 Multiplication and Division		4.9 Fractions	4.10 Place Value Addition and Subtraction with Statistics			
	Measurement: Time: Utilise everyday opportunities to tell the time, including on a clock face with Roman numerals. Convert to 12-hour and 24-hour time. Read Roman numerals to 100 (C). Practise counting in multiples of 25 and 1000 from zero													
Summer	4.11 Multiplication and Division			4.12 Geometry		4.13 Addition and Subtraction and Statistics		4.14 Multiplication and Division		4.14 Fractions	4.15 Measurement: Money and Time		4.16 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 4 – Milestone 1

Number Place Value: Recognise the place value of each digit in a four-digit number	
<i>Strengths:</i>	<i>Next steps:</i>
Addition and Subtraction: Estimate and use inverse operations to check answers to a calculation	
<i>Strengths:</i>	<i>Next steps:</i>
Multiplication and Division: Use place value, known and derived facts to multiply and divide mentally, including multiplying by 0 and 1; dividing by 1; multiplying together three numbers.	
<i>Strengths:</i>	<i>Next steps:</i>
Fractions: Recognise and show fractions, using diagrams. Round decimals with one decimal place to the nearest whole number.	
<i>Strengths:</i>	<i>Next steps:</i>
Measurement: Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres	
<i>Strengths:</i>	<i>Next steps:</i>
Geometry: Compare and classify geometric shapes, based on their properties and sizes identify acute and obtuse angles. Describe positions on a 2-D grid as coordinates in the first quadrant.	
<i>Strengths:</i>	<i>Next steps:</i>
Statistics: Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs	
<i>Strengths:</i>	<i>Next steps:</i>

Moderation Year 4 – Milestone 2

Number Place Value: Round any number to the nearest 10, 100 or 1000.	
<i>Strengths:</i>	<i>Next steps:</i>
Addition and Subtraction: Add and subtract numbers with up to 4 digits	
<i>Strengths:</i>	<i>Next steps:</i>
Multiplication and Division: Use place value, known and derived facts to multiply and divide mentally, including multiplying by 0 and 1; multiply 2-digit and 3-digit numbers by a 1-digit number	
<i>Strengths:</i>	<i>Next steps:</i>
Fractions: Recognise and show, using diagrams, families of common equivalent fractions. Find the effect of dividing a 1- or 2-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths.	
<i>Strengths:</i>	<i>Next steps:</i>
Measurement: Estimate, compare and calculate different measures, including money in pounds and pence. Read, write and convert time between analogue and digital 12 and 24-hour clocks	
<i>Strengths:</i>	<i>Next steps:</i>
Geometry: Identify lines of symmetry in 2-D shapes presented in different orientations. Describe movements between positions as translations of a given unit to the left/right and up/ down.	
<i>Strengths:</i>	<i>Next steps:</i>
Statistics: Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.	
<i>Strengths:</i>	<i>Next steps:</i>

Moderation Year 4 – Milestone 3

<p>Number Place Value: Read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value.</p>	
<p><i>Strengths:</i></p>	<p><i>Next steps:</i></p>
<p>Addition and Subtraction: Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.</p>	
<p><i>Strengths:</i></p>	<p><i>Next steps:</i></p>
<p>Multiplication and Division: Multiplication and division facts for multiplication tables up to 12 x 12 Multiply two-digit and three-digit numbers by a one-digit number using formal written layout.</p>	
<p><i>Strengths:</i></p>	<p><i>Next steps:</i></p>
<p>Fractions: Compare numbers with the same number of decimal places up to two decimal places. Recognise and write decimal equivalents to $\frac{1}{2}$; $\frac{1}{4}$; $\frac{3}{4}$</p>	
<p><i>Strengths:</i></p>	<p><i>Next steps:</i></p>
<p>Measurement: Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days. Estimate, compare and calculate different measures (e.g. money).</p>	
<p><i>Strengths:</i></p>	<p><i>Next steps:</i></p>
<p>Geometry: Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes. Identify acute and obtuse angles. Plot specified points and draw sides to complete a given polygon.</p>	
<p><i>Strengths:</i></p>	<p><i>Next steps:</i></p>
<p>Statistics: Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.</p>	
<p><i>Strengths:</i></p>	<p><i>Next steps:</i></p>

Moderation Year 4 – Milestone 4

Number Place Value: Round any number to the nearest 10, 100 or 1000	
<i>Strengths:</i>	<i>Next steps:</i>
Addition and Subtraction: Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate. Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.	
<i>Strengths:</i>	<i>Next steps:</i>
Multiplication and Division: Multiplication and division facts for multiplication tables up to 12×12 Recognise and use factor pairs and commutativity in mental calculations. Multiply two-digit and three-digit numbers by a one-digit number using formal written layout.	
<i>Strengths:</i>	<i>Next steps:</i>
Fractions: Recognise and write decimal equivalents of any number of tenths or hundredths. Find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths.	
<i>Strengths:</i>	<i>Next steps:</i>
Measurement: Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days. Estimate, compare and calculate different measures (e.g. money).	
<i>Strengths:</i>	<i>Next steps:</i>
Geometry: Identify acute and obtuse angles and compare and order angles up to two right angles by size.	
<i>Strengths:</i>	<i>Next steps:</i>
Statistics: Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.	
<i>Strengths:</i>	<i>Next steps:</i>

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