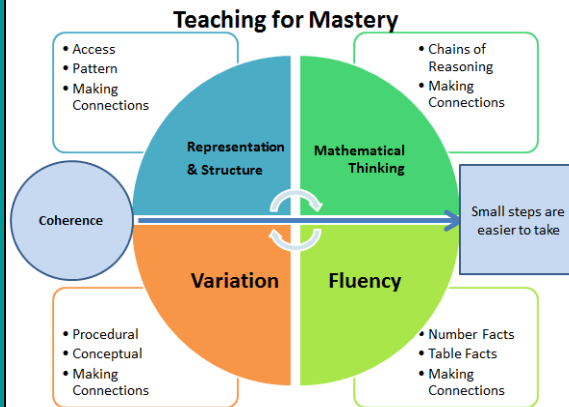


Aspire

We understand that our learners come from a wide variety of backgrounds with varying exposure to mathematical concepts and practical experience. As a result, they require robust and clear progression through mathematical concepts and support with learning. The goal of our Maths teaching is to deliver the core aims of the National Curriculum - both in the mathematics lessons and across the curriculum as a whole. Our children will be taught to be confident, successful and proficient mathematicians who can apply their Maths to other contexts and situations. We want our children to leave Primary school 'Secondary ready', with excellent foundations for future learning.

Aspire



At Morley Meadow, we use Power Maths (recommended by the DFE) as a basis of our Maths lesson from Foundation to Year 6. At the heart of this programme is the idea that all children can achieve and be successful Mathematicians with the right growth mindset. This mastery whole-class approach empowers every child to succeed and progress together through interactive lessons and practical activities, providing small, cumulative steps to build a solid foundation of deep mathematical understanding.

Power Maths uses the Teaching for Mastery model as illustrated. This has been developed by the

NCETM

[NCETM 'Teaching for mastery'](#)

Power Maths adopts a unique lesson sequence which is designed to deepen knowledge by building fluency, conceptual understanding and confidence in using correct mathematical vocabulary. Children are encouraged to solve problems each day through the use of concrete resources, pictorial representations and abstract thinking. (Outlined below)

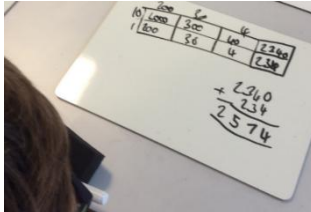
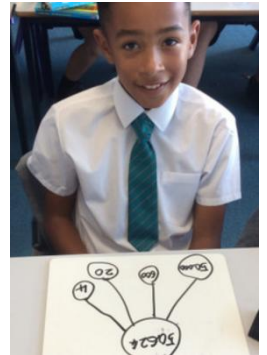
Concrete – Pictorial – Abstract Teaching Strategy

Children are encouraged to solve problems each day through the use of concrete resources, pictorial representations and abstract thinking. (Outlined below)



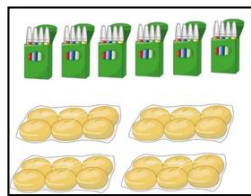
Concrete is the 'doing' stage, using concrete objects to solve problems. It brings concepts to life as children have the opportunity to be hands on and use physical objects to aid them in developing their understanding.

Pictorial is the 'seeing' stage, where representations of the objects are used to support learning. This stage encourages children to make a mental connection between the physical object and abstract levels of understanding, by drawing or looking at pictures, circles, diagrams or models which represent the objects in the problem.

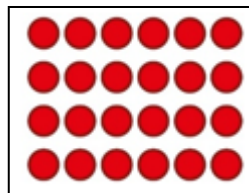


Abstract is the 'symbolic' stage, where children are able to use abstract symbols to model and solve Maths problems.

Concrete



Pictorial



Abstract

$$\begin{array}{l} 6 \times 4 = 24 \\ 4 \times 6 = 24 \end{array}$$

Lesson Time

In Key Stage 1 and 2, the time allocated to the teaching of mathematics is an hour a day. Each lesson is divided into sections that involve:

- plenty of '**discovery**' to promote curiosity
- opportunities to '**share**' methods,
- collaboration time to '**think together**'
- when ready **practice** independently
- time to **reflect** and evaluate their understanding of the key concept.

We limit the use of separate intervention groups and instead developing pre and post teaching opportunities in order to both close and prevent any gaps in children's mathematical understanding and skills.

Flashback 4 (recall of previous learning) – 10 minutes per day

We use a short recall exercise at the beginning of the day in order to re visit the past week's, month's and term's learning. This ensures these concepts are kept current in the children's minds and are therefore they are able to recall the knowledge.

Power Maths Growth Mindset

With Power Maths, we promote five child friendly characters, each with their own positive skillset, to inspire and motivate children.

These characters are:



Planning

At Morley Meadow Primary School we believe that the key to success with all learners is quality first teaching. Teachers follow the Power Maths scheme in preparing their lessons. Each lesson is planned using a generic lesson flipchart to ensure consistency in approach, using the lesson sequence highlighted above. Teachers ensure the key images, questions and vocabulary are part of their flipchart and these enable them to model key learning. This scheme is adapted to meet the needs of the children. Teachers will skilfully highlight connection between mathematical topics.

Mastering Number – EYFS / KS1

At Morley Meadow, we use NCETM developed Mastering Number resources to build the key knowledge and understanding needed in Reception, and progression through KS1. This builds strong foundations for our children at the beginning of their Maths journey, helping them to subitise and be able to visualise numbers and number patterns up to 20.

Mastering Number – KS2 (Y4 / Y5)

This project enables pupils in Years 4 and 5 to develop fluency in multiplication and division facts, and a confidence and flexibility with number that exemplifies good number sense. This will support the children when undertaking the Year 4 MTC and as they build their knowledge through Year 5 and on to Secondary school.

Times Table Rockstars and times table check

Y2/3/4, children learn their times tables through Times Table Rockstars working towards the times table check at the end of Year 4.

Assessment

Through the explicit teaching of the Mathematical skills, both the teachers and the pupils assess their learning continuously throughout the lesson. At the end of the unit, assessment tasks are completed, where children have the opportunity to reflect on their knowledge and understanding. Formal assessment take place three times a year using Hodder PUMA assessments. Our assessment systems enable teachers to make informed judgements about the depth of their learning and the progress they have made over time.

Monitoring and Evaluation

SLT and the Maths Team will monitor learning from planning, children's books, pupil conferencing and classroom practice visits through Learning Walks. This provides feedback to staff and governors.