



## **Maths Policy**

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## **1. STATUTORY REQUIREMENTS AND AIMS**

The national curriculum for mathematics aims to ensure that all pupils:

- become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately
- reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language
- can solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions

Mathematics is an interconnected subject in which pupils need to be able to move fluently between representations of mathematical ideas. The programmes of study are, by necessity, organised into apparently distinct domains, but pupils should make rich connections across mathematical ideas to develop fluency, mathematical reasoning and competence in solving increasingly sophisticated problems. They should also apply their mathematical knowledge to science and other subjects.

The expectation at Southfields Primary School is that most pupils will move through the programmes of study at broadly the same pace. However, decisions about when to progress are based on the security of pupils' understanding and their readiness to progress to the next stage. Pupils who grasp concepts rapidly are challenged through being offered rich and sophisticated problems before any acceleration through new content. Those who are not sufficiently fluent with earlier material consolidate their understanding, including through additional practice, before moving on.

### **Information and communication technology (ICT)**

Calculators are to be used as a substitute for good written and mental arithmetic. They are therefore introduced near the end of key stage 2 to support pupils' conceptual understanding and exploration of more complex number problems, if written and mental arithmetic are secure. At Southfields Primary school teachers use their judgement about when ICT tools should be used to complement Mathematical learning.

### **Spoken language**

The national curriculum for mathematics reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. The quality and variety of language that pupils hear and speak are key factors in developing their mathematical vocabulary and presenting a mathematical justification, argument or proof. Pupils at Southfields are assisted in making their thinking clear to themselves as well as others, and teachers ensure that pupils build secure foundations by using discussion to probe and remedy their misconceptions.

### **School curriculum**

The programmes of study for mathematics are set out year-by-year for key stages 1 and 2. The relevant programme of study is taught by the end of each key stage. The school curriculum for mathematics is set out on a year-by-year basis and this information is available online via the school website.

### **Attainment targets**

At Southfields, by the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

### **EYFS**

In the Early Years children explore mathematical concepts through active exploration and their everyday play-based learning. Children are taught key concepts and application of number using a hands-on practical approach. EYFS practitioners provide opportunities for children to manipulate and explore a variety of objects which supports their understanding of quantity and number. Maths in the early years provides children with a solid foundation that will enable them to develop skills as they progress through their schooling and ensures children are ready for the National Curriculum.

The principal focus of mathematics teaching in EYFS is to ensure that pupils develop their skills in counting, understanding and using numbers and numerical patterns, calculating simple addition and subtraction problems and to describe shapes, spaces, and measure.

**Number:** children have a deep understanding of number to 10, including the composition of each number; subitise (recognise quantities without counting) up to 5; automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

**Numerical Patterns:** children verbally count beyond 20, recognising the pattern of the counting system; compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

**Shape, space and measures:** children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.

### **Key Stage 1 - Years 1 and 2**

The principal focus of mathematics teaching in key stage 1 is to ensure that pupils develop confidence and mental fluency with whole numbers, counting and place value. This involves working with numerals, words and the 4 operations, including with practical resources [for example, concrete objects and measuring tools].

At this stage, pupils develop their ability to recognise, describe, draw, compare and sort different shapes and use the related vocabulary. Teaching also

involves using a range of measures to describe and compare different quantities such as length, mass, capacity/volume, time and money.

By the end of year 2, pupils know the number bonds to 20 and are precise in using and understanding place value. An emphasis on practice at this early stage aids fluency.

Pupils read and spell mathematical vocabulary, at a level consistent with their increasing word reading and spelling knowledge at key stage 1.

### **Lower Key Stage 2 - Years 3 and 4**

The principal focus of mathematics teaching in lower key stage 2 is to ensure that pupils become increasingly fluent with whole numbers and the 4 operations, including number facts and the concept of place value. This ensures that pupils develop efficient written and mental methods and perform calculations accurately with increasingly large whole numbers.

At this stage, pupils develop their ability to solve a range of problems, including with simple fractions and decimal place value. Teaching also ensures that pupils draw with increasing accuracy and develop mathematical reasoning so they can analyse shapes and their properties, and confidently describe the relationships between them. It ensures that they can use measuring instruments with accuracy and make connections between measure and number.

By the end of year 4, pupils are expected to have memorised their multiplication tables up to and including the 12-multiplication table and show precision and fluency in their work.

Pupils read and spell mathematical vocabulary correctly and confidently, using their growing word-reading knowledge and their knowledge of spelling.

### **Upper Key Stage 2 - Years 5 and 6**

The principal focus of mathematics teaching in upper key stage 2 is to ensure that pupils extend their understanding of the number system and place value to include larger integers. This develops the connections that pupils make between multiplication and division with fractions, decimals, percentages and ratio.

At this stage, pupils develop their ability to solve a wider range of problems, including increasingly complex properties of numbers and arithmetic, and problems demanding efficient written and mental methods of calculation. With this foundation in arithmetic, pupils are introduced to the language of algebra as a means for solving a variety of problems. Teaching in geometry and measures consolidates and extends knowledge developed in number. Teaching also ensures that pupils classify shapes with increasingly complex geometric properties and that they learn the vocabulary they need to describe them.

By the end of year 6, pupils are fluent in written methods for all 4 operations, including long multiplication and division, and in working with fractions, decimals and percentages.

Pupils read, spell and pronounce mathematical vocabulary correctly.

## **2. CURRICULUM STATEMENT**

### **Intent**

It is our intention that the Maths curriculum at Southfields is one that is accessible to all and will maximise the development of every child's ability and academic achievement.

We deliver lessons that are creative and engaging where confidence, resilience and a 'can do' attitude is nurtured through a variety of teaching and learning strategies; where the use of models, images and mathematical language are at the heart of our approach.

We want children to make rich connections across mathematical ideas to develop fluency, mathematical reasoning and competence in solving increasingly sophisticated problems and we intend for our pupils to be able to apply their mathematical knowledge to science and other subjects.

We want children to realise that mathematics has been developed over centuries, providing the solution to some of history's most intriguing problems. We want them to know that it is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment.

As our pupils progress, we intend for them to be able to understand the world; have the ability to reason mathematically; have an appreciation of the beauty and power of mathematics; and to have a sense of enjoyment and curiosity about the subject.

### **Implementation**

The content and principles underpinning the 2014 Mathematics curriculum and the Maths curriculum at Southfields reflect those found in high-performing education systems internationally, particularly those of east and south-east Asian countries such as Singapore, Japan, South Korea and China. These principles and features characterise this approach and convey how our curriculum is implemented:

- Teachers reinforce an expectation that all children are capable of achieving high standards in Mathematics.
- The large majority of children progress through the curriculum content at the same pace.  
Differentiation is achieved by emphasising deep knowledge and through individual support and intervention based on ongoing formal and informal assessment of learning.
- Teaching is underpinned by methodical curriculum design and supported by carefully crafted lessons and resources to foster deep conceptual and procedural knowledge.

- Practice and consolidation play a central role. Carefully designed variation within this builds fluency and understanding of underlying mathematical concepts.
- Teachers use precise questioning in class to test conceptual and procedural knowledge and assess children regularly to identify those requiring intervention, so that all children keep up.

To ensure whole consistency and progression, the school uses the DfE approved 'Power Maths' scheme. This is fully aligned with the White Rose Maths scheme. New concepts are shared within the context of an initial related problem, which children are able to discuss in partners. This initial problem-solving activity prompts discussion and reasoning, as well as promoting an awareness of maths in relatable real-life contexts that link to other areas of learning. In EYFS and KS1, these problems are almost always presented with objects (concrete manipulatives) for children to use. Children are also expected to use manipulatives in KS2. Teachers and teaching assistants use careful questions to draw out children's discussions and their reasoning. The class teacher then facilitates children through strategies for solving the problem, including those already discussed. Independent work provides the means for all children to develop their fluency further, before progressing to more complex related problems. Mathematical topics are taught in blocks, to enable the achievement of 'mastery' over time. The design of the Power Maths model (See Appendix 1) provides the means to achieve greater depth, with more able children being offered rich and sophisticated problems, as well as exploratory, investigative tasks, within the lesson as appropriate.

### **Impact**

Southfields has a supportive ethos and our approaches support the children in developing their collaborative and independent skills, as well as empathy and the need to recognise the achievement of others. Students can underperform in Mathematics because they think they can't do it or are not naturally good at it. Through the Power Maths programme, teachers address these preconceptions by ensuring that all children experience challenge and success in Mathematics by developing a growth mindset. Regular and ongoing assessment informs teaching, as well as speedy intervention, to support and enable the success of each child. The design of the Power Maths model (See Appendix 1) means there are a number of opportunities for AfL which teachers can use to aid future planning, to stretch and challenge learners through deepening activities or provide speedy intervention through strengthening activities.

### **3. TEACHING AND LEARNING**

A typical lesson using Power Maths lasts approximately 1 hour. Maths is taught daily during the morning. Children begin with a short 'Power Up' activity which supports fluency and the 'overlearning' number facts, which is a key element

of the mastery approach. Following this, the main lesson begins with a 'Discover' and 'Share' task in which a contextual problem is shared for the children to discuss in partners. This helps promote discussion and ensures that mathematical ideas are introduced in a logical way to support conceptual understanding. In KS1, these problems are almost always presented with objects (concrete manipulatives) for children to use. Children also use manipulatives in KS2. Teachers use careful questions to draw out children's discussions and their reasoning and the children learn from misconceptions through whole class reasoning.

Following this, the children are presented with varied similar problems which they discuss with their 'Talk Partner' or within a small group. 'Talk Partners' is a crucial part of the mastery approach and helps to develop positive mindsets, reasoning skills and helps to identify depth of learning through children's language and explanation. At this point, scaffolding is carefully reduced to prepare children for independent practice. This is the 'Think together' part of the lesson and the children might record some of their working out in their Maths books or on a mini whiteboard. The teacher uses this part of the lesson to address any initial errors and confirm the different methods and strategies that can be used. The children are then shown a 'challenge' which promotes a greater depth of thinking. Deepening activities are provided at earlier points in the lesson, and not only at the end of lessons.

The class then progress to the 'Practice' part of the lesson, which is designed to be completed independently. This practice uses conceptual and procedural variation to build fluency and develop greater understanding of underlying mathematical concepts. A challenge question and links to other areas of Maths encourages children to take their understanding to a greater level of depth. Children who complete this are provided with further 'rich and sophisticated' problems from the White Rose Maths Small Steps guidance, Nrich or Classroom Secrets which they complete in their own maths book. All children in KS1 and KS2 have journals as well as the Power Maths practise books. In these journals they can record additional maths that they have been given to either strengthen or deepen their learning.

The final part of the sequence is a 'reflect' task. This is an opportunity for children to review, reason and reflect on learning which allows the teacher to gauge their depth of understanding.

## **4. ASSESSMENT**

### **4.1 Assessment for Learning:**

Children receive effective feedback through teacher assessment, both orally and through written feedback, and AfL is integral to the design of each lesson;

- The structure of the teaching sequence ensures that children know how to be successful in their independent work. Guided practice, which takes place within the 'Think Together' part of the lesson, provides further preparation for children to be able to apply the skills, knowledge and strategies taught during the 'Discover and Share' phase. Common

misconceptions are addressed within the teaching sequence and key understanding within each 'small step' is reviewed and checked by the teacher and the children before progression to further depth.

- At the end of the lesson, the children review their work and self and peer assessment are used consistently as outlined by the school's 'Marking and Feedback Policy'. The children then indicate how confident they feel about their learning using a scale provided on a label alongside the learning intention for that lesson.
- The confidence scale is reviewed by the teacher during review of the children's work to inform where consolidation might be required. Opportunities for additional practice and correction are provided by the teacher, as appropriate, during marking, with a focus on promoting and achieving a growth mindset within the subject.

#### **4.2 Formative Assessment:**

Short term assessment is a feature of each lesson. Observations and careful questioning enable teachers to adjust lessons and brief other adults in the class if necessary. The lesson structure of Power Maths is designed to support this process and the reflect task at the end of each lesson also allows for misconceptions to be addressed.

At the end of each blocked unit of work, the children also complete the carefully aligned White Rose Maths 'End of Unit Assessment'. The outcome of this is used by the teacher to ensure that any identified gaps in understanding can be addressed before the next unit is taught. Each child's scores are also input on a class spreadsheet, which provides an overview of achievement in each specific area within the programme of study. This also informs dialogue with parents and carers during open evenings, as well as the judgements made at the end of the term as to the extent that each child has demonstrated mastery of each 'fundamental' objective.

#### **4.3 Summative Assessment:**

Teachers administer a half termly arithmetic paper and reasoning and problem-solving paper which specifically links to the coverage for that term. The results of these papers are used to identify children's ongoing target areas, which are communicated to the children, as well as to parents and carers at Parents Evening. They are also used alongside the end of unit assessments and outcomes of work, to inform the whole school tracking of attainment and progress for each child in line with each 'fundamental' objective.

Assessment data in maths is reviewed throughout the year, by teachers and at PPMs with SLT to inform interventions and to also ensure that provision remains well-informed to enable optimum progress and achievement. End of year data is used to measure the extent to which attainment gaps for individuals and identified groups of learners are being closed. This data is used to inform whole school and subject development priorities for the next school year.

## **5. PLANNING**

### **EYFS**

Children in Nursery have a short daily Maths teaching session, during which time they begin



to develop their understanding of simple mathematical concepts such as counting to 20, maintaining 1 to 1 correspondence, simple addition and subtraction facts, to recognise and describe simple 2d and 3d shapes. Children are taught these concepts using physical resources, pictorial resources, songs, games and role-play. There is a focus activity linked to these sessions each week.

In Reception, children have a three-part lesson from Autumn 1. This consists of:

1. Whole class oral and mental starter - 5 minutes
2. Whole class main teaching - 10 minutes
3. Focus activity for 8 children, grouped according to current attainment and taught in a ratio of 2 or 3 children to 1 adult

Throughout the week a child will work with an adult - either a teacher or a supporting adult - on a differentiated task. This activity is completed in 10 - 15 minutes.

This structure to the lesson enables teachers to secure a good balance between whole class work, group teaching and individual practice. It also enables teachers to establish regular routines thereby maximising teaching time. It supports assessment on a daily basis, as well as individual feedback to children, ensuring that children receive immediate intervention as required during the supported focus activity.

In both Nursery and Reception, the independent activities at the Maths table link to the focus for the week. For example, if the focus for the week is addition, then activities on the Maths will often link to this. In addition to these planned independent activities, children also have the opportunity to self-select Maths resources to consolidate their learning during child-initiated activities. The importance of play-based learning is recognised and therefore encourage children to develop their understanding during their play. Such opportunities are provided in both the inside and outside environment.

Regular observations and assessments help to ensure that children that need additional intervention to consolidate their mathematical understanding are identified and supported by appropriate interventions.

## **Key Stage 1 and 2**

As acknowledged by the National Centre for Excellence in the Teaching of Mathematics (NCETM) and the Maths Hub programme - 'The use of well-designed and tested textbooks is critical for the successful implementation of teaching for mastery. A good textbook is both an aid for the teacher in planning lessons and for the children during lessons and working on their own.'

Through Years 1 to 6 a coherent programme of high-quality materials and exercises is used and is structured with great care to build deep conceptual knowledge alongside developing procedural fluency.

KS1 and KS2 teachers use online textbooks and workbooks from the DfE approved Power Maths series. This scheme is based on the principles of how Mathematics is taught in many high performing jurisdictions in East Asia and aligned with the 2014 National Curriculum. The Power Maths textbooks and workbooks are arranged in chapters and, over the course of the academic year, all units of the 2014 National Curriculum are covered. Short term planning using the teacher guides as aids is done and includes the preparation of success criteria which accompany the learning intentions for each lesson. Teachers also plan activities and additional tasks which offer support and also provide further challenge for children who are able to progress further in their learning.

Lessons in both key stages follow the same sequence (see section 2: Teaching and Learning). Teachers use 'mini-plenaries' to explain each question during the children's completion of the practice book and also to check children's understanding before they complete the next question. This ensures that all children are able to complete the task with confidence.

## **6. RESOURCES AND DISPLAYS**

The use of Mathematics resources is integral to the concrete – pictorial – abstract approach and thus, planned into teaching and learning. The school has a wide variety of good quality equipment and resources, both tangible and ICT based, to support learning and teaching. These resources are used by teachers and children in a number of ways including:

- Demonstrating or modelling an idea, an operation or method of calculation. Resources for this purpose, would include: a number line; place value cards; dienes; place value counters and grids; money or coins; measuring equipment for capacity, mass and length; bead strings; the interactive whiteboards and related software; 3D shapes and/or nets; Numicon and related resources and software; multilink cubes; clocks; protractors; calculators; dice; number and fractions' fans; individual whiteboards and pens; and 2D shapes and pattern blocks, amongst other things
- Enabling children to use a calculation strategy or method that they couldn't do without help, by using any of the above or other resources as required

Standard resources, such as number lines, multi-link cubes, dienes, hundred squares and counters are located within individual classrooms. Resources within individual classes are accessible to all children who are encouraged to be responsible for their use. Further resources (often larger items shared by the whole school) are also available as part of a central supply.

An interactive teaching tool for the purpose of modelling strategies is available to all teachers as part of the Power Maths scheme. Resources to support teachers' own professional development and understanding of new approaches as part of a mastery approach are available on the Power Maths 'Active Learn' platform. As well as overviews of learning, these include short videos which demonstrate new methods to ensure accuracy.

High quality practice books, approved by the DfE, as part of the national approach to teaching for mastery are used in each year group and a digital version of the Power Maths textbooks allows these to be shared with the class, during the main teaching. Teachers are encouraged to use the school playgrounds as an outdoor classroom when possible, for example, when teaching length, area or perimeter.

Each classroom has a display area dedicated to Maths; this could be in the form of a working wall; strategy board or problem-solving area and pupil voice is evident. The CPA approach is integral to mastery maths and Power Maths; therefore, each Maths area must display examples of CPA relevant to the unit they are teaching. The 4 characters of Power Maths grow with the children throughout the school. Each character has a trait that lends itself to the growth mindset that is needed to develop the 'can do' attitude. These are also displayed in the maths area so children can identify with each character.

## **7. ORGANISATION**

The school has implemented a blocked curriculum approach to the teaching of Mathematics.

This ensures that children are able to focus for longer on each specific area of Maths and develop a more secure understanding over time. This approach is also designed to enable children to progress to a greater depth of understanding.

Subsequent blocks continue to consolidate previous learning so that the children continually practise key skills and are able to recognise how different aspects of Maths are linked. For example, when children have completed a block which has enabled them to master the multiplication of two-digit numbers, a subsequent block on area and shape might provide opportunities to use this understanding when calculating the area of shapes with 2-digit length and width dimensions.

## **8. EQUAL OPPORTUNITIES**

At Southfields, we are committed to ensuring the active participation and progress of all children in their learning. All children will be given equal opportunities to achieve their best possible standard, whatever their current attainment and irrespective of gender, ethnic, social or cultural background, home language or any other aspect that could affect their participation or the progress of which they are capable.

## **9. INCLUSION**

Taking a mastery approach, differentiation occurs in the support and intervention provided to different children, not in the topics taught, particularly at earlier stages. The National Curriculum states:

‘Children who grasp concepts rapidly should be challenged through being offered rich and sophisticated problems before any acceleration through new content. Those who are not sufficiently fluent with earlier material should consolidate their understanding, including through additional practice, before moving on.’

Despite the content being similar for pupils in a lesson, the questioning and scaffolding individual children receive in class as they work through problems will differ, with higher attainers challenged through more demanding problems, which deepen their knowledge of the same content before acceleration onto new content. Children’s difficulties and misconceptions are identified through immediate formative assessment and addressed with rapid intervention – commonly through individual or small group support later the same day. A range of inclusion strategies, as listed on the school’s inclusion planning key, are embedded in practice and teachers are aware of the special educational needs of the children in their Maths class, as well as those who have English as an additional language.

Although the expectation is that the majority of children will move through the programmes of study at broadly the same pace, the 2014 National Curriculum states:

‘Decisions about when to progress should always be based on the security of children’s understanding and their readiness to progress to the next stage.’

If a child’s needs are best met by following an alternative plan, including coverage of the content from a previous year, this will be overseen by the SENDCo, in collaboration with the class teacher and with the knowledge of SLT. Specific arrangements for the provision of children with SEND will be communicated to parents and carers during SEND reviews.

## **10. STAKEHOLDERS - PARENTS AND GOVERNORS**

- A governor responsible for mathematics is identified from the governing body. Governors are invited to attend any Maths workshops or training days. The subject leader and the nominated governor meet annually for a monitoring meeting. The Governors ensure that the statutory requirements are met.
- At Southfields, it is recognised that parents and carers have a valuable role to play in supporting their child’s mathematical learning. An

overview of the Maths curriculum is available on the school's website, as well as guidance in the progression in calculation methods used by the school. Paper copies of these documents are also available on request and the curriculum letter, sent home by each year group, also outlines the Maths topics to be covered.

- Activities which link to each Maths topic are suggested for parents and carers to try at home with their child in each Reception newsletter.
- Children are given Maths homework at least once a week from Year 1 to Year 6 through a variety of online platforms Education City, Purple Mash or Class Dojo as well as hard copies of activities. Throughout school there is a focus on developing number fluency. Children have access at home all year round to Times Tables Rock Stars (TTRS) and NumBots.
- Parents are informed of their child's progress at Parents Evenings and this is also communicated in written school reports.
- Parents and carers are encouraged to speak to their child's Maths teacher at any point during the year, either informally or by making a specific appointment.

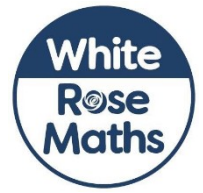
Information about their child's standards, achievements and future targets in Maths is shared during parent/carer meetings, as well as ways that parents/carers may be able to assist with their child's learning.

- The school also provides a number of opportunities for parents/carers to learn about what their child is learning and the way their child is being taught through parent workshops.

## **11. ROLE OF THE SUBJECT LEADER**

- The subject leader will raise the profile of Maths at Southfields Primary School through best practice. They will model lessons, as appropriate to new staff, NQTs and peers to support continued professional development. They will ensure the high quality of Maths displays around the school, present certificates of achievement during end of term assemblies and involve the school in 'celebrations' of Maths, including participation in events such as 'World Maths Day'. The subject leader will support staff in providing opportunities for learning outside the classroom in Maths and will identify and organise opportunities which enable this, as appropriate.
- The subject leader will monitor progression and continuity of Maths throughout the school through lesson observations and regular monitoring of outcomes of work in Maths exercise books.
- The subject leader will ensure that all staff have access to year group plans and the relevant resources which accompany them.
- The subject leader will monitor children's progress through the analysis of whole school data e.g. Power Maths unit assessments and termly aspirations. They will use this data to inform the subject development plan which will detail how standards in the subject are to be maintained and developed further.
- The subject leader will, on a regular basis, organise, audit and purchase central and class-based Maths resources.
- The subject leader will keep up to date on current developments in Maths education and disseminate information to colleagues.
- The subject leader will extend relationships and make contacts beyond the school.

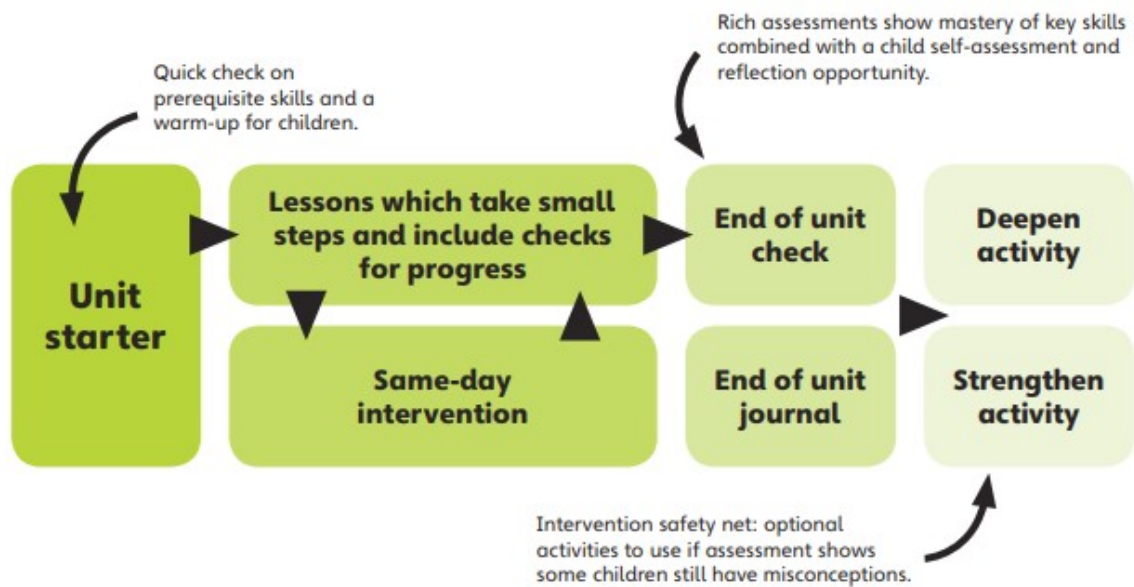
- The subject leader will develop opportunities for parents/carers to become more involved in Maths education.
- The subject leader will ensure that all staff have access to professional development including observations of outstanding practice in the subject.



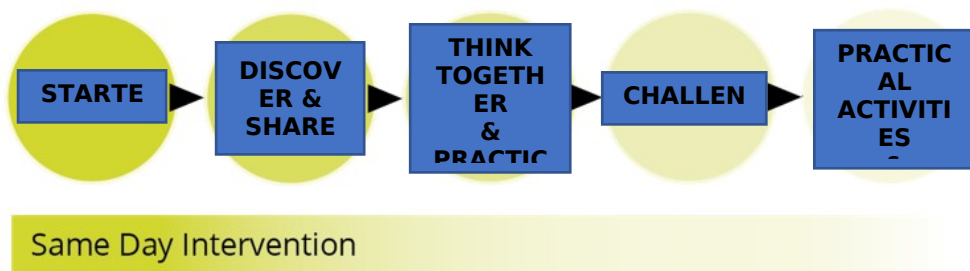
## **Appendix 1**

# ***The Power Maths teaching model***

At the heart of *Power Maths* is a clearly structured teaching and learning process that helps you make certain that every child masters each maths concept securely and deeply. For each year group, the curriculum is broken down into core concepts, taught in units. A unit divides into smaller learning steps – lessons. Step by step, strong foundations of cumulative knowledge and understanding are built.



### Reception Weekly Structure



### KS1 and KS2 Lesson Structure

