



How do we identify the starting points of our pupils?

- On entry to the school all pupils undergo testing to obtain the level they are at.
- Regular assessment and marking highlights individual gaps.
- Review ECHP cognition and learning targets.



What should pupils be able to do at the end of this sequence/topic/key stage?

- At the end of each topic pupils should be familiar with key concepts/terminology and misconceptions.
- All pupils should be able to confidently complete topic related assessment in line with their individual targets.
- At the end of year 6, founded on the conviction that every pupil can achieve, Power Maths enables pupils to build number fluency, confidence and understanding, step by step.



How do we assess and track progress?

- All pupils undergo pre and post end of topic assessments in line with Power Maths and whole school termly assessments.
- Pupils are continually assessed during lessons, with a variety of formative assessment strategies to enable accurate assessment of pupils' ongoing progress and possible misconceptions.
- Through live marking and verbal assessment pupils receive instant feedback. In addition, these observations inform future planning and adaptations.



What do we want pupils to learn?

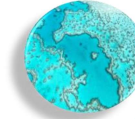
- Through our chosen scheme Power Maths, it develops growth mindsets and encourages hard work, practice and a willingness to see mistakes as learning tools.
- To develop key life skills linked to key mathematical concepts i.e. time, money, shape measurement.

What key threads flow through our curriculum?

- In KS2 pupils are taught mathematics through Power Maths, the curriculum:
- Builds every concept in small, progressive steps.
 - Built with interactive, whole-class teaching in mind.
 - Provides the tools you need to develop growth mindsets.
 - Helps you check understanding and ensure that every pupil is keeping up.
 - Establishes core elements such as intelligent practice and reflection.

How we uncover and respond to gaps in knowledge?

- Baseline testing is completed with all pupils identify current working at grades and gaps in knowledge.
- Pupils who are not making the expected progress are placed on a raising achievement plan where necessary and appropriate support is put in place to respond to gaps in knowledge, whether that be through classroom strategies, updates on PFP, adjustments to schemes of work or targeted interventions with catch up tutors.



How do we adapt our content to help our pupils know more?

- We continually review and adapt the scheme of work based on pupils' performance, progression, circumstances and ECHPs to ensure accessibility for all pupils.
- We attend CPD and develop our pedagogical knowledge.
- Quality -first teaching strategies employed in lessons, providing different Strategies to support individual pupils as identified in their PFPs.



How do we promote reading?

- Key words and Maths terminology are taught and displayed in every classroom.
- Pupils are encouraged to develop reading and understanding through worded questions.



How do we deepen knowledge?

- We continually revisit past learning to support retrieval.
- Misconceptions are identified through live marking and addressed through starters, plenaries and verbal feedback.
- Power Maths is a mastery approach, pupils master concepts one step at a time. Lessons embrace a Concrete-Pictorial-Abstract (C-P-A) approach, build on prior learning and help pupils notice patterns and connections.
- Within each lesson, there is a 'Challenge question' which allows pupils to delve deeper into a concept as well as a 'Think question' which encourages pupils to use reasoning as well as their mathematical knowledge to reach a solution.

What we do to make sure pupils retain knowledge during this sequence?

- Our Teaching and learning Model is rooted in the science of how pupils learn. The structure is as follows:
- Retrospective **starters** which test knowledge of previously covered learning.
 - **Acquire** phase sees teacher led imparting of new knowledge and skills.
 - Students then use what they have learned to **construct** models.
 - Finally, students use feedback to **apply** what they have learned to an independent task.