



Impact statement for Maths at Bishopton Primary School 2022 - 23

Rational for introducing Power Maths

- To ensure uniformity and continuity of provision in the teaching of maths mastery.
 - Consistent teaching of models and images.
 - Pupils are learning and using the correct terminology to explain their answers.
 - Small step approach ensures learning is deep with clear progression.
- Pupil's show deep understanding of the concepts covered through reasoning and problem solving activities.

Action	Impact
• Embedding 'Power Maths' scheme of learning throughout the school.	• Sequential, progressive learning steps building on prior learning. • Consistent lesson structure format of discovery, share, collaborate, practice and reflection. • Teachers ensure learning is interactive and scaffolded, through the use of concrete and pictorial representations. • All pupils have access to concrete material and clear progression on use of the concrete progressing to the abstract - CPA • All staff of be explicit in the teaching of the 'language of maths' to ensure pupils are able to explain using correct mathematical language. • Teachers develop positive growth mindset behaviours in maths thus ensuring pupil have a secure foundations in skills, where fluency is a continuous focus. • Misconception are identified early and addressed through same day TA and teacher intervention and use of strengthening and deepening exercises to ensure learning is secure and deep.
• Enrolment in Teaching for mastering training through the maths hub.	• Greater understanding on variation • Importance of all teachers modelling using diagrams and pictures. • Trial by VC and HH on bespoke PM by cherry picking questions • The importance of using stem sentences – creation of stem sentence document.
• Monitoring and evaluating of the Power Maths scheme – lesson observation, Teacher and pupil questionnaires, pupil interview and KS / ST mtg sessions	• Scheme fit pupil • Reading can hinder access for younger groups • Good scaffolding – children feel helped and guided through questions and like less writing • Pupils in KS1 lacking basic skills of number bonds and recall • Use of WR material to reinforce concept for pupils. • Need for more fluency activities. • More challenge for HAPs at times

	- Teachers need to ensure reflect is completed as whole class - Increased pupil use of vocab in explanations → more teacher modelling of vocabulary
Year 1 of 'Mastering number' NCTEM programme Yrs R to Year 3	- All classes R to Year 3 teaching daily sessions - Children enthused and engaged in learning - A slight improvement in skills - Children still over reliant on fingers to count
Use of RTP criteria to pin points gaps in learning & focus teach	- More accurate assessment of attainment - Adaption made to teaching sequences to fill gaps in light of ongoing assessments - Staff more confident in end of year expectations
Times table Rock Star and App to support fluency across the whole school.	- Pupil's fluency skills are developed through fun and engaging activities. - Increased fluency skills ensure pupils are able to apply this knowledge to reasoning tasks. - Pupils show deep understanding of the four operations and number bonds.
Introduce Mathletics as a form of homework for R → Year 4	- Pupil and parental engagement good for two terms - Engagement for Year 3 & 4 pupils waned in latter terms - Staff trained on assigning homework - Parental information meeting help for all parents – good turn out.
Pupils' fluency skills are secure through use of 'Fluent in 5' and 'Power ups.'	- Daily activities to rehearse and further refine fluency skills - Teacher modelling of methods. - Misconceptions are identified early and addressed quickly
Use of Scholfield and Sims Maths books for KS2	- Ensures weekly fluency skills are applied on a weekly basis. - Misconception are identified and addressed. - Some pupils in Year 3 & 4 found it trickier, as content had not yet been taught
Assessment - Use of PM end of unit checks. - Use of WR termly assessment tests. - Excel assessment format summative assessment.	- End of unit check ensure those pupil who need strengthen exercises are identified and misconception / gaps in knowledge addressed. - Termly tests identify pupils at risk of falling behind and these are addressed through intervention groups / changes to termly plans. - Intervention effective and has positive impacts on pupils' progress. - Excel format allows quick and effective gap analysis enabling Teachers to adapt planning easily.

Monitoring tasks next half term:

- Check progress of LAPs and the volume of work being completed in workbooks.
- Check HAPs are being stretched through extension tasks and more opps to solve reasoning problems.
- Evaluate how strengthening and deepening tasks are being used.
- Evaluate organisation of TA / TG groups incl. same day catch up.
- Evaluate intervention groups.
- Monitor how Power Maths is being used in the Early Years.

Future plans:

- Introduce Fluency Bee for KS1 to address the inconsistent teaching of fluency skills.
- Train teachers to bespoke PM to make it work for pupils using smart notebook.
- Investigate 1 minute maths for KS1
- Audit use of fluent in 5, power ups and flashback 4 in developing fluency and the teaching of skills
- Use Otrack as a platform for formative assessments.