Whittingham
CofE PRIMARY SCHOOL

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Monday 22nd March 2021.

Power Maths Scheme.

Dear Parents/ Legal Guardians,

As we continually strive for the best outcomes for our children here at Whittingham, we have decided to invest in a new scheme for Maths called Power Maths which will be in use for Reception through to Year 6 fully after the Easter holidays. The Power Maths scheme is currently 1 of only 2 maths schemes that is supported by the DfE and has seen a significant impact in many schools nationwide. Alongside this, we have also adapted our timetable for the day so that we maximise the teaching and learning and thus further support the children in their learning (please see your child's class page on our school website for further information about their weekly timetable).

With a fair amount of change, we wanted to ensure that you as parents/ legal guardians are able to see what and how your child(ren) will be learning. As such, for Year1 – Year 6 this week, we will be setting their maths homework to be from certain pages from one of their practice books that they will be using in class. They will be bringing one of these books home (wiped down before being putting in their bag) to not only do their homework, but for you to be able to see and become familiar with the content of their new maths books.

The timetable of the school day for classes have changed to allow the maths lessons to be run with the greatest effectiveness possible. The children have adapted very well to these changes already in preparation for our maths scheme. Instead of one 1-hour session of maths per day, the maths session is now split into two 30 minute sessions. This approach is called 'Same-day intervention' (also known as SDI). The whole point of this approach is based on enabling all children to access and keep up with the learning, resulting in them being more confident and skilled in maths.

Maths part 1 [30 mins]	Check prior learning 2-3 Qs based on the previous lesson.	Introduce the intended learning outcome Relate to real life scenarios and examples.	Demo. an example Q and how to get to the answer. Children then practice themselves. (This section repeats to ensure exposure to Q types and increases in level of challenge.) Differentiated starts may begin to occur based on assessment for learning.)	**Diagnostic Task** (These are a series of questions – between 6-8 – that provide the children opportunity to demonstrate their level of understanding.)
Break/ assembly All staff in the room mark the Diagnostic Task and, from the child's performance, code each child's book with where to go next.				
Maths part 2 [30mins]	**→ SDI** The child will be supported by the Teacher until they are confident/ skilled.	**AT → S** The child has shown that they understand the input to work independently at the prepared 'Silver' level work (This will begin with Qs around fluency and build to more complex Qs.)	**AT → G** The child has shown secure understanding and application of what has been taught and so now has Qs that are even more complex in the context and difficulty.	

The first 30 minutes of a maths lesson:

- Builds on previous learning
- Introduces the focus for that lesson and gives some examples for the children to relate to.
- Demonstrations done by the teacher before guiding the children as they practice their own.
- Their knowledge and skills are built upon further during further questions to practice.

Headteacher: Mrs Belinda Athey

During the break in sessions, the children will have a break and assembly (currently remote assemblies within bubbles) whilst the staff simultaneously ensure all work is marked and assessed so far and directs the child through marking which questions to continue with upon the start of the 2nd session of maths.

The second 30 minutes of a maths lesson:

- Children are directed to the appropriate questions to match the level of challenge for them, ensuring that supported but maximised progress is achieved.

We appreciate that the above information is perhaps quite a lot to take in at first. As such, as well as your child(ren) bringing one of their practice books home to show you as part of their homework for this week, we have also put the informational Powerpoint from Power Maths onto our school web page for you to access.
https://www.whittinghamprimaryschool.co.uk/website/maths/542479
Below is also information from Power Maths themselves.

What is Power Maths?

Power Maths is a resource that has been designed for UK schools based on research and extensive experience of teaching and learning around the world and here in the UK. It has been designed to support and challenge all pupils, and is built on the belief that EVERYONE can learn maths successfully.

How does this support our approach to teaching?

The philosophy behind Power Maths is that being successful in maths is not just about rote-learning procedures and methods, but is instead about problem solving, thinking and discussing. Many people feel they were taught maths in a way that was about memorising formulas and calculation methods, then having to apply them without any real understanding of what or how these methods actually work. Power Maths includes practice questions to help children develop fluent recall and develop their conceptual understanding. Power Maths uses growth mindset characters to prompt, encourage and question children. They spark curiosity, engage reasoning, secure understanding and deepen learning for all.

How will the lessons work?

Each lesson has a progression, with a central flow that draws the main learning into focus. There are different elements, informed by research into best practice in maths teaching, that bring the lessons to life:

- ***Discover** – each lesson begins with a problem to solve, often a real-life example, sometimes a puzzle or a game. These are engaging and fun, and designed to get all children thinking.*
- ***Share** – the class shares their ideas and compares different ways to solve the problem, explaining their reasoning with hands-on resources and drawings to make their ideas clear. Children are able to develop their understanding of the concept with input from the teacher.*
- ***Think together** – the next part of the lesson is a journey through the concept, digging deeper and deeper so that each child builds on secure foundations while being challenged to apply their understanding in different ways and with increasing independence.*
- ***Practice** – now children practice individually or in small groups, rehearsing and developing their skills to build fluency, understanding of the concept and confidence.*
- ***Reflect** – finally, children are prompted to reflect on and record their learning from each session and show how they have grasped the concept explored in the lesson.*

What if my child needs a confidence boost, or wants to be challenged further?

Power Maths is based on a 'small-steps' approach, sometimes called a mastery approach. This means that the concepts are broken down so that your child can master one idea without feeling over-whelmed. There are a range of fluency, reasoning and problem solving questions in each lesson that are designed to support the different needs and confidence levels within a class, while at the same time fostering a spirit of working and learning together. Each lesson includes a challenge question for those children who can delve deeper into a concept.

Should you still have any queries about the new maths scheme or the timetable for your child(ren), then please feel free to contact me at neil.charlton@whittingham.northumberland.sch.uk .

Best wishes,

Neil Charlton
Deputy Headteacher/ Maths Coordinator