



Power Maths Policy

Mission Grove Primary School

This Policy has been written for and adopted by the Governing Body of Mission Grove Primary School.

VISION STATEMENT

*Everyone Aims High
Everyone is included
Creativity is valued*

VALUES

Respect, Inclusion, Lifelong learning, High Aspirations, Resilience, Communication.



Approved by Governing Body

Date : October 2025

POWER MATHS POLICY

1. Purpose

The purpose of this policy is to make explicit how teachers plan deliver and assess power maths lessons. To be effective, this policy needs to be clear, manageable and consistently applied across the whole school.

2. Resources

The use of Mathematics resources is integral. The school has a wide variety of good quality equipment and resources, both tangible and ICT based, to support our learning and teaching.

These resources are used by our 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 should be encouraged to be responsible for their use. Other resources can be found in the maths cupboard.

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 'activelearn' 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.

3. Presentation

Handwriting and presentation is a whole school priority and the highest standards are expected across the curriculum. From Reception to year 2 the children should have a printed date and learning objective in their books. From year 3 to 6 the children will write the date and learning objectives in themselves. The questions need to then be individually trimmed and given to the children one at a time. They should only proceed to the next question when the previous is correct and has been marked.

4. Planning

All planning should be readily available in planning folders. Power Maths plans should be dated, printed and annotated, planning specifically for pupils in the class.

Plans should be available from the beginning of the week, should anyone need to take your class.

5. Marking

Marking of the children's work needs to be marked in green and should take place during the lesson. This helps to target children and address misconceptions but also to enable daily 'Keep Up' interventions can accurately take place.

6. Displays

Each class is expected to have an up to date Maths working wall, which changes each lesson, modelling the Mathematical concepts involved in the Power Maths lesson being taught. Unit vocabulary should also be up on displays and changed when a new unit starts.

7. Assessment

Children receive effective feedback through teacher assessment 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 they then indicate how confident they feel about their learning using a traffic light assessment this self-assessment is reviewed by the teacher during review of the children's work to inform where consolidation might be required.
- The teacher will mark the children's work during the lessons; they will then be able to identify the children who need 'Keep Up' intervention daily.

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.

Summative assessment

At the end of each blocked unit of work, the children also complete the '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. This also informs dialogue with parents and carers during Parents Evenings, as well as the judgements made at the end of the term.

The AM team administer half termly AM tests. The results of these tests 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.

Assessment data in maths is reviewed throughout the year to inform 'Catch Up' 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.

Children's attainment, progress and barriers to learning will be discussed in Pupil Progress Meetings with senior leaders and clear actions to work on will be planned together, to support pupils and staff in closing gaps.

Appendices

Yearly Overviews	Calculation Policies	Impact, Implementation, Impact
Reception Overview Year 1 Overview Year 2 Overview Year 3 Overview Year 4 Overview Year 5 Overview Year 6 Overview	Reception Calculation Policy KS1 Calculation Policy LKS2 Calculation Policy UKS2 Calculation Policy	The 3 I's