



Maths at Moor Green Primary Academy

Year 1

Children in Year 1 use the Maths No Problem scheme of work in order to gain a deep and solid understanding of maths. Children who need it receive focused support from an adult using concrete and pictorial support. To ensure consistency throughout the school, a Concrete Pictorial Abstract Approach (CPA) is shown in the calculation policy and is used to support children who many need extra support or challenge. At Moor Green Primary Academy, we have high expectations of what all children can achieve, so children working at greater depth are challenged appropriately by a range of complex problems and extensions. Extensions and challenges are evident in the children's maths books. Progress and attainment is regularly monitored in line with the assessment policy.

Year 2-5

Children complete PKAs (Prior Knowledge Assessments) at the start of each unit. Each unit is taken from the Rising Stars Mid-term plan, which allows children to revisit their learning and build on prior understanding. There are a series of PKAs, which gradually cover the curriculum and are used within the spiral mid-term plan. Teachers complete a question level analysis from the PKAs to assess children's understanding and gaps so that children can become fluent. This is shared with the children. From this, teachers use a range of resources to plan and teach: Maths No Problem, Rising Stars, White Rose Maths Hub, Mastery Maths, Nrich and Chris Quigley. These resources are combined in the Calculation Policy, which demonstrates how a CPA approach can be used to support a deeper understanding. The Calculation Policy also demonstrates how bar modelling can be used to support children moving from using concrete resources, to pictorial and abstract methods. In all classes, reasoning sentence frames are used to support children with explaining and justifying their ideas. At the end of the unit, children correct their PKA in purple pen. The scores are recorded at the top of the page and on the school's system. The progress is shared with the children. Children who are working below age related expectations have Stepping Stones Trackers at the back of their books. These trackers are used to track progress, plan next steps and inform teaching. Progress and attainment is regularly monitored in line with the assessment policy.

Children are taught in groups according to their needs (split provision) and is informed by teacher judgements and PKA analysis. This ensures that each child is challenged and supported appropriately. Throughout the week, as part of split provision teaching, each child should complete three 15-minute sessions of CLIC (Counting, Learn its, It's nothing new, Calculation). This is dedicated time to allow children to consolidate their knowledge and basic skills through purposeful practice. This strategy helps to develop fluency.



'Times Tables Rockstars' is an additional resource we use for times tables. Each child has an online log in to practise and consolidate times tables at home. In school, children develop fluency with times tables by practising four times a week during a 15-minute session.

Year 6

Year 6 follow a separate mid-term plan to ensure the curriculum is covered prior to the end of KS2 assessments. This allows time for children to revise, practise and consolidate their learning. Teachers use a range of resources to plan and teach: Maths No Problem, Rising Stars, White Rose Maths Hub, Mastery Maths, Nrich, Test Base and Chris Quigley. Progress and attainment is regularly monitored in line with the assessment policy.