



Subject:	Whittington Primary School Parent Council	Date of meeting:	05.12.2019
Place of meeting:	<i>Whittington Primary School</i>		
Present:	<i>Mrs Leeson, Helen Fone, Clair Turner, Steve Mikos, Sophie Skinner(part), Sarah Foster (part)</i>		
Apologies:	<i>Liz Wood, Anna Kennedy</i>		
Distribution:	<i>Mrs Leeson, Sarah Foster, Helen Fone, Clair Turner, Anna Kennedy, Steve Mikos, Sophie Skinner, Liz Wood</i>		

	<b>ACTION</b>
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Monthly meeting held to discuss future improvements for the school. The following action points were discussed / presented / agreed:

Introduction to Power Maths - a presentation by Sarah Foster (Maths Lead)

This academic year the school have taken on a new approach to teaching maths. This was brought in after a year of research and working with NCETM - Maths Mastery Hub. It follows a "mastery" approach - emphasizing that all children can succeed in their current year group. It works on developing self-confidence and self-belief as a way to ensuring success for all.

The school decided on Power Maths as opposed to any other scheme or following their own planning because:

- \* Their research (including observations of lessons) demonstrated it to have strengths in questioning.
- \* It was partly funded by the government.
- \* The approach used deepens pupils understanding of maths.

The school has made a significant investment in resources to support teaching and learning and for children to be able to provide proof of their answers.

The pupils in all Year groups (1-6) work through Power Maths Practise books at a rate of one per term. Questions in the book are tailored to get increasingly challenging within each lesson. All pupils are expected to be able to answer the first few questions, most to answer the next few questions and then a more challenging question is set for those who are most confident. The teachers also adapt their planning to meet the needs of the children and to consolidate learning as required.

Lesson structure:

"Power Up" - a whole class session where pupils work collaboratively to solve a question.

"Discover" - talk together as a class discussing approaches used. "Share" - using concrete apparatus and looking at different representations.

"Think Together" - the teacher models the best way to solve this question. A similar question is solved in a shared session (teacher and pupils all together)

In books - pupils are asked to have a go at new questions on their own.

"Reflection" - using reasoning skills.

PC member asked if some children get frustrated that they are not able to complete all questions. SF explained that in discussions with pupils and in the pupil interviews held no pupils expressed this feeling.

**SF**

<p>S Foster and J Gibbs recently held a review of Power Maths. This involved lesson observations, pupil voice interviews and other data sources. Lessons were observed from YrR-6. High levels of pupil engagement were seen. Pupils were making good use of vocabulary in their explanations. All classes were using practical equipment or pictorial representations effectively.</p> <p>Actions from the review included:</p> <p>Creating a safe learning environment for talk (culture of confidence)</p> <p>Introduction of “Sentence stems” for children to use when explaining their work.</p> <p>Correct use of vocabulary by all staff and pupils e.g. “sum” = addition only as it means “total of” - do not use word sum for subtraction.</p> <p>Power Maths was not purchased with SATs in mind as the school already have attainment significantly above outcomes Nationally. It was purchased to develop confident, competent mathematicians.</p> <p><b><u>School Grounds update:</u></b></p> <p>Met with HS2 (Balfour Beatty?) and WFEG</p> <p>BB sent plants, gravel to EYFS garden. May send man power too.</p> <p>WFEG have timetabled opportunities to work with Eco-council e.g. bulb planting.</p> <p>Possible sources of funding in the pipeline.</p> <p><b><u>Date of next meeting:</u></b></p> <p>Thursday 6 February, 2020 at 2pm.</p>	<p><b>SS</b></p>
<p><b><u>Items for the next agenda</u></b></p> <p>To be assessed /identified in consultation with parents.</p>	