Maths Curriculum

At St. Mary's, we believe that all pupils are mathematicians. With this in mind, we have developed a curriculum which meets the needs of all learners and promotes the highest expectations to ensure that all of our children can achieve their potential. Our maths curriculum is built upon our 4 core curriculum values of faith, pride, challenge and success. Our curriculum is firmly grounded within a teaching for mastery ethos as we believe that this promotes high quality teaching and learning in which we develop pupils' fluency, reasoning and problem-solving skills so that they can apply mathematical knowledge flexibly and confidently in a range of contexts. From Early Years through to Year 6, our curriculum is carefully sequenced to ensure that children's knowledge is built upon and connections are made across different mathematical concepts in order to embed core skills and provide opportunities for retrieval practice and the development of chains of reasoning. Our commitment to inclusive practice means that the provision of carefully chosen, high quality resources is an integral part of lesson design. Teaching staff utilise resources to ensure that children's individual starting points are considered and secure knowledge can be built upon in small connected steps allowing all children to make progress. The provision of concrete manipulatives and visual representations are embedded within daily practice, allowing all children to 'see the maths' and deepen their understanding of the underlying mathematical structures. Where required, personalised class-based provision, targeted intervention programmes and same day intervention ensure that no child is left behind. The aim of St. Mary's curriculum is to prepare children for their journey into the wider world. We want all learners to develop a love and curiosity for mathematics which they can apply and pursue through their daily lives and future work. To do this, children are encouraged to be inquisitive and collaborate with their peers.

INTENT		IMPLEMENTATION		IMPACT	
Alignment to National Curriculum	The school uses the NCETM Spine Materials along with Mastering Number to drive the maths curriculum. Ready to Progress documents and links are made to NRICH tasks along with Gareth Metcalf 's 'I see Maths' to support reasoning and problem solving. We prioritise the explicit teaching and use of precise mathematical vocabulary to enable pupils to articulate their thinking and engage in high-quality mathematical dialogue.	Pedagogical Approaches	The pedagogical approaches to the teaching of maths are closely aligned to the approaches and principles of teaching in other subject areas, with the key elements being: • Deliberate and intentional retrieval of previous knowledge to build on previous learning • Regular checkpoints and formative assessments to tailor lessons to the needs of pupils • Positive relationships that create the conditions conducive to effective learning • High levels of subject knowledge • Making reference to the school rules and values when teaching; this supports pupils to contribute and engage in lessons and be part of a class community striving to unlock each member's potential. The school follows a six-part lesson sequence: engage, introduce, consider and practise, going deeper, independent task and reflect. The lessons are carefully designed to ensure pace of learning as well as to regularly check for understanding. Maths Meetings are a vital part of the curriculum, used to consolidate key learning for 10-15 minutes every day outside of the maths lesson.	Approach to Assessment	Teachers review pupils' work on a daily basis to identify any pupils who need same day intervention and to inform planning. Assessment is against the Ready to Progress statements or end of key stage assessment frameworks. Testbase assessment and Mastering Number assessment is used throughout the year to inform teacher assessment, to identify gaps and content to be covered in maths meetings.
End Points	We aim to ensure all children have secure understanding, fluency and reasoning which they are expected to demonstrate by the end of a unit, year group or key stage. These end points align with the expectations of the Department for Education National Curriculum and reflect a mastery approach: children are able to explain their thinking, use precise mathematical language, make connections between concepts and apply their knowledge to solve problems. The focus is not simply on completing content, but on ensuring deep, connected and transferable mathematical understanding.	Teachers' Expert Knowledge	Teachers are given regular opportunities to access CPD at school and externally. The subject leader provides regular updates to staff. Many of the elements of the curriculum and ethos, are rooted in best practice and research. The culture of the school promotes openness and honesty in relation to proactively seeking support; this may be reflected in PDM content, and discussions between colleagues.	Performance Data	Our school sets ambitious targets for all pupils, which are at least in line with pupils nationally. The most recent pupil performance data can be found on the school website. Monitoring shows that pupils gain foundational knowledge in maths and as a result pupils achieve above the national average.

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Sequencing	The curriculum at St. Mary's is carefully sequenced through small, coherent steps that build cumulatively over time. Concepts are introduced in manageable increments, allowing pupils to secure understanding before moving on. Each year group builds on prior learning, with key ideas such as place value, addition and subtraction, and multiplicative reasoning revisited and deepened. This sequencing reflects a mastery approach, ensuring that knowledge is connected, progression is logical, and pupils develop fluency, reasoning and problem-solving alongside conceptual understanding.	Promoting Discussion and Understanding	Our Maths curriculum includes both knowledge and vocabulary that are specific to the concepts that the pupils are studying. The six part lesson structure, promotes regular discussion and this is structured to lead to building understanding. Specific mathematical language underpins every maths lesson.	Pupils' Work	The school has high expectations of all children with regard to the quality and presentation of their work, which we believe leads to a sense of pride. Emphasis on precision of number and symbol formation supports pupils to think logically, organise their reasoning and represent the maths accurately. Photographic evidence is used frequently in mathematics lessons. Pupils work is
Alignment to EYFS	Maths is a specific area of learning in the statutory framework for EYFS. We aim to develop a strong grounding in number so that all children develop the necessary building blocks to excel mathematically. EYFS at St Mary's use NCETM and Maths Mastery resources to plan well sequenced lessons. In Early Years, particular emphasis is placed on developing secure number sense, subitising, and a deep understanding of number composition as the foundation for later mathematical success. Children are given regular opportunities for child and adult directed maths exploration in provision. Children are given opportunities and experiences to enable them to meet the expected level of development. The key aims of our St Mary's EYFS curriculum in relation to maths are to be able to recall number bonds up to 10, to be able to use a range of representations to show reasoning and calculation and to be able to explore and create patterns in number and shape.	Knowing More and Remembering More	Our curriculum maps have been carefully constructed to present the content in a logical progression. The school's approach builds on current research into metacognition. This is evident in the six-part lesson, which includes carefully crafted check points in between each stage. For example, using recall and retrieval practice.	Talking to Pupils	The subject leader will measure impact through a cycle of monitoring, focusing on: learning environments, planning, lesson observations, work scrutiny, data outcomes, discussions with pupils and discussions with teachers. The purpose of talking to pupils is to explore what they have learnt and what they can remember as well as how much they have enjoyed it. In maths, this is generally based around conceptual understanding. Key improvement actions can be identified as a result.
Addressing Social Disadvantage	A key principle of our teaching is the belief that the vast majority of children can engage with the curriculum for their year group. Pre-teaching and same day intervention are in place to ensure that all children can engage with the key learning. The structure of the curriculum is designed to ensure that all children can keep up with the pace of learning. Each lesson, there are opportunities to review previous learning and pre learn concepts from upcoming topics.	Teacher Assessment	Teachers assess formatively and summatively in each lesson according to the lesson outcomes. Each part of the lesson is an opportunity for the teacher to assess the learning before moving onto the next part. Misconceptions can then be immediately addressed. Children will have opportunities to evaluate and recognise their own success and teachers will carry out formative assessment for learning through the use of checkpoints. Task design allows children to demonstrate their progress. Teachers endeavour to carry out live feedback in line with research about which forms of marking and feedback have most impact. The Practise/Deepen method of marking the pupils' work each day also allows for teachers to assess pupils' understanding of the key learning. We keep track of children's progress against the assessment		
Local Context	For a proportion of lower attaining pupils, language development is a key focus. Through highlighting of key, precise mathematical vocabulary and a high expectation for all pupils to ask and answer in full sentences, as well as a large emphasis on teaching modelling and appropriate scaffolding, pupils develop and broaden their vocabulary, which supports them to articulate their responses and reasoning skills.				

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Meeting the needs of vulnerable learners	The approach of high-quality, inclusive teaching is central to the National Centre for Excellence in the Teaching of Mathematics (NCETM) which supports pupils with SEND. The mastery model promotes keeping pupils together through carefully sequenced small steps, the use of concrete and pictorial representations, precise mathematical language and frequent opportunities for rehearsal and discussion. Adaptations are made within whole-class teaching to ensure all pupils access the same ambitious curriculum, with additional support used to secure understanding without narrowing content.		outcomes (based on Ready to Progress criteria), having three data points, one at the end of each school term.		