Fiskerton CE Primary School

Maths

Intent, Implementation and Impact Statement

Belonging, learning and flourishing together in God's love.

'Encourage one another and build each other up' (1 Thessalonians 5:11)

Maths Curriculum Intent

Rooted in God's love and inspired by St Clement's call to live in harmony, our Mathematics curriculum, supported by the White Rose small steps scheme of learning and supplemented by a Teaching for Mastery approach and Mastering Number, reflects our commitment to being an inclusive and caring church school where every individual is known, valued and nurtured. We aim to inspire pupils to develop confidence, resilience and a love of mathematics while exploring a range of concepts and strategies. Through this, we nurture fluency, reasoning and problem-solving, enabling pupils to develop a deep and secure understanding of mathematical concepts through small, connected steps. Pupils are encouraged to use precise mathematical language, represent their thinking in different ways and make rich connections in their learning, helping them to apply their knowledge with confidence and accuracy.

In line with our vision of belonging, learning and flourishing together, we support children to grow into confident, reflective and inquisitive learners. Our curriculum encourages pupils to develop a deep understanding of mathematical concepts and to recognise how mathematics underpins everyday life and the wider world. Pupils are encouraged to work collaboratively, supporting and encouraging one another in their learning, living out our underpinning Bible verse: "Encourage one another and build each other up" (1 Thessalonians 5:11).

Our progressive mathematics curriculum is carefully sequenced to build knowledge and skills over time. It provides a rich, balanced and progressive approach that enables pupils to reason mathematically, solve problems and develop secure, fluent conceptual understanding. Through engaging and purposeful learning, pupils explore key mathematical concepts, making connections across different areas of mathematics while developing an understanding of how these concepts apply to everyday life and the wider world.

As pupils move through the school, they develop confidence in mathematical thinking, using precise language to explain their reasoning, justify their answers and solve increasingly complex problems. We follow the White Rose Maths scheme of learning, underpinned by a mastery approach, ensuring clear progression and full coverage of age-related expectations. Teaching is organised into carefully sequenced blocks, allowing children time to explore concepts in depth, revisit key knowledge regularly and build secure understanding. A concrete, pictorial and abstract (CPA) approach is used consistently to support understanding, deepen learning and enable all pupils to make meaningful connections in their mathematics.

Through high aspiration, encouragement and a sense of curiosity and wonder, we empower all pupils to flourish and to be the very best mathematicians they can be. We equip them with the mathematical knowledge, skills and understanding needed to solve problems, think critically and make a positive contribution to the world, now and in the future.

Implementation

At Fiskerton C of E Primary School, our mathematics curriculum is implemented in a way that reflects our caring Christian ethos and our vision of *"Belonging, learning and flourishing together in God's love."* We strive to ensure that every child feels valued, supported and encouraged to flourish, both academically and personally. Spiritual development is woven through our mathematics teaching, as pupils are given opportunities to reflect, persevere, appreciate patterns and order in the world and develop a sense of awe and curiosity in their learning.

The curriculum is regularly reviewed to ensure it remains current, effective and aligned with our intent to deliver a rich, balanced and progressive mathematics education. Teachers are supported through high-quality, ongoing professional development, enabling them to teach mathematics with confidence, strong subject knowledge and a clear understanding of progression and age-related expectations. We build upon the excellent understanding staff have of the mathematics curriculum through a range of CPD opportunities, including subject-lead training, external courses, collaborative lesson study and an annual support package from a specialist teaching and learning consultant for mathematics. Staff are encouraged to ask questions, seek guidance and request further training where needed, fostering a culture of professional reflection, shared responsibility and mutual support—reflecting our Christian values of community and service. Effective practice is shared across the school, and all CPD directly informs classroom teaching and learning.

Curriculum planning is based on the White Rose Maths yearly overviews, which organise learning into carefully sequenced blocks. This structure allows pupils to explore concepts in depth, make connections to prior learning and secure key knowledge before moving on. Alongside White Rose, a range of high-quality resources is used to enrich learning and ensure a broad and engaging mathematics offer. These include Number Sense, NCETM materials, Times Tables Rock Stars, and a termly problem-solving focus. Together, these ensure coverage of fluency, reasoning and problem-solving across all six strands, while exposing pupils to a variety of task types and representations. Teachers consistently follow the school's agreed calculation policies, ensuring clear progression in both mental and written methods.

Assessment is used purposefully to inform teaching and ensure progress for all pupils. Pre- and post-unit assessments, alongside termly assessments, allow teachers to identify pupils' starting points, monitor progress and adapt teaching where necessary. Mathematical vocabulary is modelled and used consistently by all staff, explicitly taught and reinforced in lessons. Key vocabulary is clearly displayed on working walls and pupils are encouraged to use it confidently when explaining their thinking, fostering clear communication and confidence.

In line with our commitment to inclusion, equity and the Christian belief that all are uniquely created and valued, adaptive teaching is central to classroom practice. Timetabled interventions are in place for pupils with SEND, while all pupils benefit from targeted group support within lessons. Additional support for individuals or small groups is provided where a need is identified. Fluency is developed through regular opportunities to revisit and practise key skills, including daily or weekly arithmetic, enabling pupils to build automaticity and confidence. Pupils are given time to practise, reflect and refine their approaches, supporting independence and resilience.

Feedback is provided in a variety of ways to ensure pupils understand their next steps and can recognise their own progress. Mathematical discussion is an essential part of learning; pupils are encouraged to share ideas, explain methods and reason mathematically with peers and adults in a

respectful and supportive environment. A range of task types supports different learning needs, with a strong focus on developing reasoning skills. Investigative and problem-solving tasks encourage pupils to follow lines of enquiry, justify their thinking and prove their answers, working both collaboratively and independently. Through this approach, pupils develop resilience, perseverance and confidence—qualities that enable them to flourish as mathematicians and as individuals.

Mathematics is monitored effectively through a range of strategies, including regular book looks, lesson observations and pupil voice, ensuring a clear understanding of how the curriculum is implemented in practice. When speaking to pupils, we ensure a representative range of voices is heard, including higher attainers, pupils with SEND and those eligible for Pupil Premium, to gain an inclusive and accurate picture of learning experiences. Formal lesson observations are conducted across the school, with constructive feedback and clear next steps shared with teachers to support continuous improvement. Termly mathematics staff meetings support consistency of approach, while a coaching model is used to model effective practice, encourage reflection and support staff development. Staff are also given opportunities to observe the mathematics lead teaching in KS2, helping to embed a consistent approach to methods and pedagogy. Best practice and areas for development are shared openly in an honest, supportive and collaborative culture, rooted in our shared vision and commitment to enabling all members of our school community to belong, learn and flourish together in God's love.

Impact

The impact of our mathematics curriculum at Fiskerton C of E Primary School is that pupils develop into confident, resilient and reflective mathematicians who are able to apply their knowledge and skills across a range of contexts. Rooted in our vision of *"Belonging, learning and flourishing together in God's love,"* pupils feel secure and valued, enabling them to engage positively with mathematics and take pride in their learning.

Pupils demonstrate a secure and deepening understanding of mathematical concepts, with the ability to recall key facts fluently and apply them with increasing accuracy. They are able to reason, explain their thinking using appropriate mathematical vocabulary and tackle a range of problem-solving tasks with confidence. Through carefully sequenced learning and consistent approaches to calculation, pupils make clear progress over time, building on prior knowledge and developing independence in selecting efficient strategies.

Our inclusive approach ensures that all pupils, including those with SEND and those in receipt of Pupil Premium, make good progress from their starting points. Targeted support and adaptive teaching enable pupils to access learning successfully, while higher-attaining pupils are appropriately challenged to deepen their understanding. Regular assessment ensures that gaps are quickly identified and addressed, resulting in strong outcomes across the school.

Pupils show positive attitudes towards mathematics; they are willing to take risks, persevere when faced with challenges and learn from mistakes. They engage in meaningful mathematical discussion, listening respectfully to others and articulating their own ideas clearly. This reflects our commitment to developing not only academic success but also the whole child, nurturing qualities such as resilience, responsibility and collaboration.

Spiritual development is evident as pupils experience a sense of awe and wonder in mathematics, recognising patterns, connections and the order of the world around them. They reflect on their

learning, showing curiosity and appreciation for the beauty of mathematics. This contributes to their growth as thoughtful and reflective individuals.

As a result of our coherent and well-implemented curriculum, pupils leave Fiskerton C of E Primary School with the mathematical knowledge, skills and confidence they need for the next stage of their education. They are well-prepared, motivated learners who embody our vision, having experienced a learning journey where they truly belong, learn and flourish together in God's love.