

## **Maths Subject Statement**

### **Subject Lead: Hannah Joslin**

**"The man who moves a mountain begins by carrying away small stones."  
Confucius**

#### **Intent**

At The Flitch Green Academy, we believe that mathematics is an essential life skill which enables children to understand and engage with the world around them. It is fundamental to everyday life, science, technology, engineering and financial literacy. Our aim is to provide a high-quality mathematics education that develops confident, resilient and enthusiastic mathematicians who enjoy challenge and achieve their full potential.

Our curriculum is designed in line with the 2014 National Curriculum and aims to ensure that all children:

- Become fluent in the fundamentals of mathematics.
- Reason mathematically using precise mathematical language.
- Solve problems by applying their mathematical knowledge in a range of contexts.

Following a mastery approach, using White Rose Maths and NCETM guidance, we aim for all pupils to develop deep conceptual understanding through the Concrete, Pictorial and Abstract (CPA) approach, moving confidently between different mathematical representations. Children are encouraged to explain and justify their thinking, make connections across mathematical concepts and apply their knowledge to increasingly complex problems.

We believe that every child can succeed in mathematics. Pupils are given regular opportunities to revisit, consolidate and deepen their learning through retrieval practice, Maths Meetings and targeted support, while those who grasp concepts quickly are challenged through rich reasoning and problem-solving tasks rather than simply moving on to new content.

## **Implementation**

Our mathematics curriculum follows the White Rose Maths schemes of learning alongside the National Centre for Excellence in the Teaching of Mathematics (NCETM) guidance, with additional resources and activities used where appropriate to meet the needs of our pupils.

We teach mathematics using a mastery approach, where pupils are encouraged to develop a deep and secure understanding of mathematical concepts before moving on. Lessons are carefully sequenced into small steps, allowing children to build on prior knowledge while developing fluency, reasoning and problem-solving skills. Through carefully planned adaptive teaching, all pupils are supported and challenged to achieve success.

Our planning follows a clear five-step pedagogy, broken down into small, manageable steps through an I do, We do, You do approach. This enables children to see the teacher explicitly model their thinking, using metacognition and effective strategies to answer similar questions before working through examples collaboratively and then applying their learning independently. Lessons are carefully sequenced and planned progressively, building on prior knowledge and increasing in challenge over time. Reasoning and problem-solving are embedded throughout, ensuring that children develop not only procedural fluency but also the ability to explain, justify and apply their mathematical thinking.

In the Early Years Foundation Stage, children follow the Mastering Number programme, which provides practical, hands-on learning experiences to develop a secure understanding of number. This programme continues into Years 1, 2 and 3, helping pupils to consolidate and deepen their mathematical understanding and build strong foundations for future learning.

To strengthen retention and promote long-term learning, pupils take part in Maths Meetings several times each week. These short sessions are designed around Rosenshine's Principles of Instruction, particularly the principle of interleaving, allowing children to regularly revisit previously taught concepts while reinforcing current learning. Where appropriate, pupils are also introduced to future mathematical ideas, helping them to make connections across the curriculum and increasing their readiness for new learning.

Times tables are taught progressively throughout the school using a range of

engaging strategies and regular practice. This ensures that pupils, particularly those in Year 4, are well prepared and confident when completing the statutory Multiplication Tables Check.

Problem-solving and mathematical reasoning are woven throughout every mathematics lesson. Pupils are encouraged to explain their thinking, justify their methods and apply their knowledge in a variety of contexts, developing confidence as independent and reflective mathematicians.

Teachers use ongoing formative assessment to identify misconceptions and adapt teaching accordingly. In addition, pupils complete Cornerstones mathematics assessments each term to monitor progress and inform future planning. Pupils in Year 6 also complete past SATs papers to familiarise themselves with test expectations, identify areas for further development and support preparation for the end of Key Stage 2 assessments.

For SEND children with barriers in Maths learning, adults will support where needed by breaking tasks into smaller chunks to enable scaffolding leading to independent learning. One plans that indicates Maths targets will be referred to in lessons and appropriate scaffolding and resources will be introduced. As we teach a mastery approach, pupils are identified quickly who have not mastered a concept and this is addressed in the next lesson or in subsequent lessons and in target groups.

### **Impact**

Through our mathematics curriculum, pupils develop secure mathematical knowledge, confidence and resilience. They become fluent in key mathematical concepts, reason mathematically and apply their learning to solve increasingly complex problems. They are able to recall key knowledge with confidence, make connections between different areas of mathematics and approach unfamiliar problems with perseverance and independence.

The impact of our curriculum is measured through:

- Ongoing teacher assessment.
- Termly Cornerstones assessments.
- End of unit assessments.
- Pupil discussions and observations.
- Book scrutiny and monitoring.
- Progress and attainment data.



- Outcomes in statutory assessments, including the Year 4 Multiplication Tables Check and Key Stage 2 SATs.

By the time pupils leave The Flitch Green Academy, they are confident mathematicians who are well prepared for the next stage of their education and able to use mathematics effectively in everyday life.