Maths at Blaydon West Primary School

At Blaydon West Primary School, we place a great emphasis on the importance of Maths within our curriculum. Mathematics introduces children to concepts, skills and thinking strategies that are essential in everyday life and support learning across the curriculum. We *aim to teach children how to make sense of the world around them by developing their ability to calculate, reason and solve problems.*

Intention

- In our **Early Years Foundation Stage**, we aim to:
  - Develop a secure and deep understanding of numbers to 10.
  - Develop and improve Mathematical vocabulary to give children the skills to explore, explain and describe characteristics of everyday objects/time, measures and money.
  - Give children the skills to solve problems.
  - Provide provision to allow children to use and apply their mathematical skills they have learned.

- In **Key Stage 1 and Key Stage 2**, children study the National Curriculum for Maths and we aim to:
  - Become fluent in the fundamentals of Mathematics through varied fluency tasks and discrete weekly arithmetic sessions.
  - Teach children the skills to allow them to reason and problem solve by applying their mathematics to a variety of increasingly complex problems of varying types.
  - To progressively build on children's knowledge and understanding from nursery to year 6.
  - To develop children's resilience and stamina to be able to reason and problem solve in a range of contexts with confidence.
  - To develop and build on children's mathematical vocabulary allowing them to be able to reason mathematically.

Our medium and long term plans and sequencing of lessons follow the White Rose mastery approach (Year 1 to Year 6) where the goal is to deepen understanding so that each lesson builds upon the last. Early Years follow Mastering Number, which is also taught as discrete lessons in Year 1 and Year 2. Mathematical concepts and skills are broken up across the key stages. A concept is taught and will be revisited the following year, but in greater depth in order to build upon prior knowledge. We start with number (place value, addition/subtraction [Y2 and KS2]) which is consolidated first before moving on to fractions, measurements, and geometry. We re-visit statistics three times across each year group from Year 2 to 6. It is broken into one-week blocks which build progressively upon one another. This is important as the children will them be able to use their number skills and then apply it to the other mathematical disciplines. A progression map has been provided to all teachers so that they understand where children are coming from and where they are headed. We tailor our sequential yearly plans to individual cohorts to address their needs and move through the learning at an appropriate pace.

Staff are aware and sensitive to the needs of all pupils. We ensure that all pupils have access to the curriculum and utilise a range of maths manipulatives appropriately to support our CPA approach. Based on the mastery approach, pupils who are confident with their fluency deepen their understanding with reasoning and rich problem-solving tasks. Pupils who are struggling to grasp a concept will have a teacher working and checking in with them during the lesson. They

will also have the opportunity to revisit this during same day interventions which are ran by our skilled teaching assistants. The learning needs of all pupils are supported within lessons using appropriate scaffolding, teacher and teaching assistant support.

First and foremost, we focus on effective and quality teaching for all. Then we scaffold the children's learning using work which follows the White Rose small steps. This ensure that all pupils may access the curriculum and make good progress in their learning.

Implementation

- In Year 1to Year 6 lessons build on progression and depth of learning and follow the White Rose small steps which are adapted by teachers to meet the needs of their individual cohorts.
- In Reception, we follow the Mastering Number programme. This is then continued in Year 1 and Year 2 as discrete additional 15 minute daily maths lessons.
- Teachers/ TAs present knowledge clearly, and effectively model and teach skills in line with our school calculation policy.
- All lessons from Year 1 to 6 start with Flashback questions which are used to revisit children's prior learning and address any misconceptions.
- Children receive daily mathematics lessons delivered by a teacher.
- Sequences of lessons include fluency, reasoning and problem solving where appropriate.
- Problem solving skills are taught gradually through a topic during starter and plenary activities. This builds up to a longer problem-solving task. At least one type of problem-solving skill is covered during every maths unit. This is clearly planned out for each year group in our bespoke year group plans.
- Maths lessons are exciting, engaging and linked to real life skills where possible.
- Lessons provide appropriate scaffolding and challenge for all groups of children.
- Misconceptions are addressed quickly through formative assessment during teaching, marking, verbal feedback and adapted planning. Same day TA intervention is always used where appropriate.
- Y2-Y6 receive weekly discrete arithmetic lessons in arithmetic books to improve the children's arithmetic skills and achieve automaticity with the arithmetic methods.
- The children in KS2 complete daily TT Rockstar sheets to improve their times table recall and achieve automaticity with all facts up to the 12 times table by Year 4. Year 2 begin using the TT Rockstar sheet 3 times a week once they have completed their unit on Multiplication and Division in Spring Term.
- Times table battles through TTR take regularly throughout the school to improve children's times table recall.
- Same day maths interventions take place in all year groups to help children gain a good understanding of all of the content they are taught and ensure that they keep up with their peers.
- Pupils who grasp concepts rapidly will be challenged to deepen their understanding through varied fluency, reasoning and rich and varied problem-solving tasks.
- Teachers receive regular CPD from the Maths Lead, the Local Authority Maths Consultant and other appropriate training providers.
- Children are assessed on a termly basis using the White Rose Termly Assessments. These assessments are used to identify any gaps in children's learning. These will then be targeted through re-teaching and interventions where appropriate.
- Bi- weekly arithmetic assessments occur across all year groups 1-6.
- Teachers use opportunities in other subjects to rehearse mathematical skills in a context where appropriate.

- Termly monitoring through book looks, lesson observation and pupil voice is carried out by the maths lead to identify areas of development.

Impact

- A progressive and bespoke curriculum which is mapped out throughout school. This shows what topics and problem solving skills are covered each term within every year group.
- Children's books show progress over time and in lessons.
- Children's books and lessons show varied fluency, reasoning and problem solving taught appropriately.
- Engaged, inspired and challenged children who are confident and independent mathematicians.
- Progress and attainment is at least good in EYFS, KS1 and KS2.
- Pupils will have a love of maths and use skills such as reasoning, conjecturing, visualising, generalising, working systematically and be able to use methods of trial and improvement.
- Our children will be able to utilise cultural capital and understand that maths is something fundamentally useful and can link it to real life situations.
- Teaching and learning in Mathematics is good across school and all of GLD percentages, SATS scores and times tables check resuls are above or in line with national average.
- Children master maths skills at age-related expectations, in line with national averages.

We will measure the impact of our Maths curriculum through the following methods:

- Results of termly White Rose Maths assessments as well as bi-weekly arithmetic assessments.
- Children's attainment updated using GAP (coded for termly achievement).
- Book looks with purposeful and specific criteria.
- Lesson observations where specific feedback and targets are recorded and monitored.
- Discussion with pupils about maths in school.

Maths Lead: Rebecca Bell 2026- 2027