



Curriculum Intent: Maths

The Curriculum is Broad and Ambitious for All Pupils

At Earley St Peter's the mathematics curriculum is designed to enable all pupils to become fluent in the fundamentals of mathematics through varied and frequent practice with increasingly complex problems. This approach helps pupils develop a strong conceptual understanding and the ability to recall and apply knowledge quickly and accurately. The curriculum promotes reasoning skills, encouraging pupils to follow lines of enquiry, ask questions and develop justifications using mathematical language. Problem-solving skills are fostered by providing opportunities to tackle both routine and non-routine problems, breaking them down into simpler steps and persevering to find solutions. Fundamental skills such as number bonds and timetables are prioritised. Our aim is to inspire curiosity and enjoyment in mathematics while equipping pupils with the skills to apply their learning to real-life situations.

The Planning and Implementation of the Curriculum Supports a Strong Impact on Pupils' Learning

Daily maths lessons follow the National Curriculum and are delivered through the Power Maths White Rose scheme of work. Teachers use a 'teach, practise, repeat' model to ensure pupils develop a deep understanding of mathematical concepts and embed their skills in long-term memory. Lessons are carefully planned to strike a balance between teaching calculation methods, problem-solving skills and mathematical vocabulary. Teachers make links to everyday life, helping pupils see the relevance of mathematics through real life problems which are threaded into the lesson designs and extend pupils through grounding their understanding in real-world problems.

In Reception and KS1 the Mastering Number scheme is delivered in short bursts daily to secure firm foundations in the development of good number sense for all children. Children leave KS1 with fluency in calculation and a confidence and flexibility with number.

Scaffolding ensures that all pupils are challenged at an appropriate level. For those who require additional support, targeted interventions are provided to help them meet year group expectations.

The Impact of the Education Which Pupils Receive is Strong, Including for Disadvantaged Pupils and Pupils with SEND

The mathematics curriculum at Earley St Peter's ensures all pupils, regardless of background or ability, develop a positive attitude towards mathematics. Scaffolded work and additional support enable disadvantaged pupils and those with SEND to make strong progress.

Our approach to Maths supports disadvantaged pupils by using concrete resources and worked examples to build a deep understanding of key concepts. Scaffolding, including guided practice and sentence stems, help pupils gradually gain confidence and independence. Emphasis on fluency, reasoning and problem-solving ensures pupils develop core skills and learn to apply them in real-life contexts, making learning relevant and engaging. Explicit teaching of mathematical vocabulary and opportunities for oracy improve pupils' ability to articulate their thinking, while retrieval practice and low-stakes quizzes reinforce long-term retention. Targeted small-group interventions provide additional personalised support, and parental engagement helps create a supportive home learning



environment. Together, these strategies help close learning gaps and ensure all pupils can succeed in maths.

Assessment

Assessment of pupils' knowledge and understanding is ongoing throughout the year. Teachers regularly update pupils' progress on the school's assessment system, Sonar, every half term. Assessments include observations, discussions and written outcomes, alongside half-termly summative assessments. Progress and attitude towards learning mathematics are shared with parents during parents' evenings and in a written annual report. Summative assessments ensure that pupils' attainment is closely monitored, and that teaching is adjusted to meet their needs.