Mathematics is essential to everyday life, critical to science, technology and engineering and is necessary for financial literacy and most forms of employment. A high-quality mathematics education therefore provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics and a sense of enjoyment and curiosity about the subject.

In the EYFS, children learn through playing, exploring, active learning experiences and creating and thinking critically. Pupils develop mathematics through number, measure, shape and spatial thinking. Children have access to both the indoor and outdoor learning environment where children can explore and learn through play. The children’s interests are a powerful catalyst for mathematical enquiry and adults scaffold and support their play, mathematical interests and thinking through collaborative dialogue. In Nursery, a progressive sequence of learning has been developed to expose the children to early mathematical concepts so they are ready to progress in Reception. Teachers follow the White Rose Maths schemes of learning for Reception to ensure children progress towards the early learning goals for mathematics. Pupils have access to daily directed input in mathematics through key person sessions and they are introduced to mathematical concepts through whole class teaching, teacher-led tasks and a range of activities within the continuous provision.

In Key Stage 1 and 2, our comprehensive curriculum follows the White Rose small-step, mastery-based schemes of learning. It is composed of a long-term subject overview incorporating the breadth of coverage across each year group. Our progression document outlines an overview of the Key Stage 1 and 2 National Curriculum objectives organised into the topics covered progressively across the primary phase. The termly planning overviews sequence the learning objectives for Key Stage 1 and 2 in a logical and progressive sequence of small steps.

At the centre of our approach to the teaching of mathematics at River View Primary School, is the unwavering belief that all children have the potential to succeed in mathematics. It is our intent that children develop a firm understanding of mathematics so that future learning is built on solid foundations. Children move through the curriculum at broadly the same pace and differentiation is through depth, not acceleration. Children who are not sufficiently fluent are supported to keep up, not catch up through purposeful pre-teaching, same day intervention and scaffolded further practice - as required - before accessing age-related content independently.

We deliver the National Curriculum for mathematics using a mastery approach with intent on raising the standard of attainment and progress to ensure that children achieve their full potential and become confident and resilient mathematicians. Our curriculum model has been designed so that all children are taught to make connections using a range of key mathematical concepts, facts and strategies fluently through frequent and varied practice; recall key number facts with speed and accuracy and apply them accurately; have sufficient depth of knowledge and understanding to reason and explain mathematical concepts and strategies confidently and solve a range of problems of greater complexity.

Lessons are organised in small progressive steps which build towards clearly defined end-points using procedural and conceptual variation to draw attention to mathematical concepts. They include a balance between teacher-led guided practice and independent practice. Lessons are scaffolded to enable the children to recognise mathematical structures through a concrete, pictorial and abstract approach, which is supported by appropriate resources to foster a deep conceptual and procedural understanding.

The mastery-based curriculum ensures that the needs of all pupils, including SEND and disadvantaged, are met within an environment of high quality teaching supported by targeted interventions, where appropriate. The children acquire a deep, long-term, secure understanding of mathematics which has a noticeably positive impact on pupil outcomes and prepares them for their next stage of learning.

We measure the impact of our curriculum through the following methods: questioning, discussion, observation, marking, book scrutinies, pupil interviews, curriculum quizzes, end-of-block assessments, summative assessments and question level analysis.