



### Intent - what do we want to achieve?

At Northfold, we are committed to ensuring that all our pupils become fluent in the fundamentals of mathematics, are able to reason mathematically and can solve problems by applying their knowledge in a range of contexts.

We are dedicated to enabling children to recognise the importance of mathematics in the wider world so that they are able to use their mathematical skills and knowledge confidently in a variety of situations in their lives. We want all children to enjoy mathematics and to develop a deep and sustained conceptual understanding so that they can experience success in the subject. We aim for pupils to achieve mastery of mathematics by acquiring a deep, long-term, secure and adaptable understanding of the subject. We seek to develop children's curiosity about the subject, as well as an appreciation of the beauty and power of mathematics.

### Implementation - how do we deliver our curriculum?

The content and principles of the Early Years Foundation Framework, 2014 National Curriculum and the Teaching for Mastery approach convey how mathematics is implemented at Northfold.

Mathematics is taught coherently and sequentially in Years 1 to 6 using the White Rose Maths schemes of learning. Units of learning are broken down into a series of small, connected steps with each building on the children's prior learning. Each lesson focuses on one small step or a series of small steps. Pupils in the Early Years are prepared for the National Curriculum by developing a solid conceptual understanding of number, shape, space and measure. The Early Years Foundation Framework is used to guide mathematical learning in the Reception class. Learning throughout the school is introduced using a concrete, pictorial and abstract approach so that pupils develop a conceptual understanding of mathematics through a variety of manipulatives and representations.

Teachers plan and deliver lessons to address the needs of all pupils with the use of scaffolding, skilful questioning, rapid intervention and carefully designed enriching activities. The teaching sequence is based on that set out by White Rose Maths as we believe that it provides a well-sequenced framework. However, teachers are free to adapt this teaching sequence if it is considered that children require more consolidation or challenge. The vast majority of pupils progress through the programmes of study at broadly the same pace. Pupils who grasp concepts rapidly are challenged by being offered rich and sophisticated problems before any acceleration to new content. Those who are not sufficiently fluent with earlier material consolidate their understanding, including through additional practice, before moving on. Teachers aim to rapidly address gaps in children's understanding within the lesson and through targeted intervention outside of the lesson.

Consistency in teaching mathematics across the entire school is achieved by teachers planning and delivering lessons with the aid of high-quality and rich resources including: White Rose Maths materials; Classroom Secrets, Twinkl and other mastery resources from NCETM, NRICH and subscription websites.

### Impact - what are the outcomes of our curriculum for pupils?

The impact of our curriculum on pupils' development of mathematical knowledge and skills is measured formatively and summatively. Regular and ongoing assessment by teachers and the use of benchmarked assessments informs teaching, as well as intervention, to support and enable the success of each child. Summative assessment is used, using the White Rose Maths assessment materials, which is then analysed to inform future teaching.

Book scrutinies are carried out to ensure accuracy in judgements and curriculum coverage.

These factors ensure that we are able to maintain high standards in mathematics, with achievement at the end of Key Stage Two significantly higher than the national average and a high proportion of children demonstrating greater depth at the end of each phase. In the Early Years, a mixture of child-initiated and quality teacher-led learning enables the vast majority of pupils to progress seamlessly onto the National Curriculum by achieving their Early Learning Goals in mathematics. Upon completion of Year 6, our curriculum enables pupils to be fully prepared and equipped to successfully continue their mathematical learning journey at secondary school and in their later lives.