Intent and Implementation

At All Saints' Primary School, we value the importance of mathematics and we know how a sound understanding and a positive, can-do attitude can have a huge impact on a child's self-esteem and their life-opportunities.

As soon as your child enters the school in EYFS, All Saints' staff are thinking about how their planning and implementation of mathematics will affect your child as they move through the school and- more importantly- how they progress through secondary school and into further education: we strongly believe that it is our role to equip All Saints' children for life-long learning.

The current National Curriculum states:

In line with the curricula of many high performing jurisdictions, the National curriculum emphasises the importance of all pupils mastering the content taught each year and discourages the acceleration of pupils into content from subsequent years. The current National curriculum document1 says: 'The expectation is that the majority of pupils will move through the programmes of study at broadly the same pace. However, decisions about when to progress should always be based on the security of pupils' understanding and their readiness to progress to the next stage. Pupils who grasp concepts rapidly should be challenged through being offered rich and sophisticated problems before any acceleration through new content. Those who are not sufficiently fluent with earlier material should consolidate their understanding, including through additional practice before moving on.' (National curriculum page 3)

'The national curriculum for mathematics aims to ensure that all pupils:

'become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately • reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language • can solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.' (National curriculum page 3).

The very thought of mathematics can send a 'shiver down the spine' of some people, especially those who have found mathematics hard to grasp when they were learning at

school, or those who have had negative experiences. At All Saints' we want to work together with people to ensure that the children in our school can fulfil their potential and marvel in the magic that mathematics has to offer. We want mathematics to be part of everyday playground conversations and we strive to create the great mathematicians of the future.

At All Saints' we aspire to develop children who:

- enjoy mathematics;
- are confident about mathematics and fluent in the fundamentals;
- enjoy problem-solving and seek-out challenges;
- reason about mathematics, justifying ideas and using evidence to prove it;
- have day-to-day conversations about the mathematics around them;
- who have the potential to become the great mathematicians of the future.

For this reason, we have spent years researching and discussing the best ways to teach mathematics, and we believe that the best life-long results are found where children are taught the **Maths Mastery Approach**. But what is a Maths Mastery Approach?

Maths Mastery

1. **A mastery approach: a set of principles and beliefs.** This includes a belief that all pupils are capable of understanding and doing mathematics, given sufficient time. Pupils are neither 'born with the maths gene' nor 'just no good at maths'. With good teaching, appropriate resources, effort and a 'can do' attitude all children can achieve in and enjoy mathematics.

2. **A mastery curriculum: one set of mathematical concepts and big ideas for all.** All pupils need access to these concepts and ideas and to the rich connections between them. There is no such thing as 'special needs mathematics' or 'gifted and talented mathematics'. Mathematics is mathematics and the key ideas and building blocks are important for everyone.

3. **Teaching for mastery**: a set of pedagogic practices that keep the class working together on the same topic, whilst at the same time addressing the need for all pupils to master the curriculum and for some to gain greater depth of proficiency and

understanding. Challenge is provided by going deeper rather than accelerating into new mathematical content. Teaching is focused, rigorous and thorough, to ensure that learning is sufficiently embedded and sustainable over time. Long term gaps in learning are prevented through speedy teacher intervention. More time is spent on teaching topics to allow for the development of depth and sufficient practice to embed learning. Carefully crafted lesson design provides a scaffolded, conceptual journey through the mathematics, engaging pupils in reasoning and the development of mathematical thinking.

4. **Achieving mastery of particular topics and areas of mathematics.** Mastery is not just being able to memorise key facts and procedures and answer test questions accurately and quickly. It involves knowing 'why' as well as knowing 'that' and knowing 'how'. It means being able to use one's knowledge appropriately, flexibly and creatively and to apply it in new and unfamiliar situations. The materials provided seek to exemplify the types of skills, knowledge and understanding necessary for pupils to make good and sustainable progress in mastering the primary mathematics curriculum.

But how do we implement and make our aspirations a reality?

In September 2018, All Saints' began the Maths Mastery journey. We started with the Maths-No Problem!* scheme of work**. The journey began in Year 1 and 2, and was rolled out into year 3 and 4 at the beginning of September 2019. Following this, it was then extended across the school with all staff receiving training on delivering a Maths Mastery approach. From September 2025, we have changed our scheme of work and are using White Rose Education Maths scheme. However, the same principles apply and lessons are delivered in a similar manner with a focus on manipulatives, exploration, scaffolding and suitable challenge.

EYFS Provision:

EYFS is guided by the requirements and recommendations set out in the Early Years 'Development Matters' EYFS document and the Reception mathematics scheme from White Rose Education. This is a Mastery Curriculum. Lessons are taught using practical activities and workbooks are completed to apply their newly acquired skills. After the discrete lessons, all children are given ample opportunities to develop their understanding of mathematics through varied activities that allow children to use, enjoy, explore, practise and talk confidently about mathematics.

**A scheme of work defines the structure and content of an academic course.
*Maths-No Problem! Is a scheme fully aligned to the National Curriculum.

At All Saints' Primary School, we believe that with a Maths Mastery Approach, your children will go far.

We strongly believe that the foundations of learning start with the fundamentals. Reading, Writing and Maths are core skills that are vital in order to build success for our children. With everyone's continued support, and with a positive attitude to mathematics we can ensure that 'Every Child Shines.'

Maths Policy can be found on our school website.
Maths Schemes of work can be found on our school website.