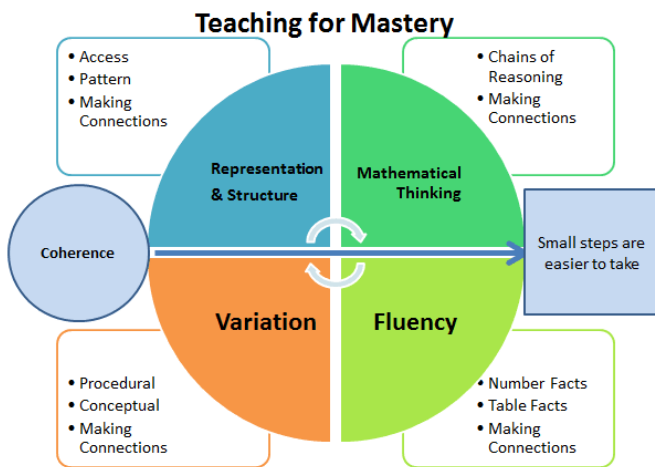


The Teaching of Mathematics at High Street Primary School

At Winsford High Street Primary, we believe maths is for everyone. Our goal is to help every child see how maths matters in daily life and feel confident using it. Through a mastery approach with Maths – No Problem! and Mastering Number, we make learning engaging, practical, and fun. Children develop strong number sense, problem-solving skills, and resilience—preparing them for future challenges and opportunities. We want every child to leave our school saying, “*I can do maths!*”

Teaching for Mastery

Teaching for Mastery in mathematics develops pupils’ deep, secure and adaptable understanding of mathematical concepts. Mastery is evidenced when pupils have a sufficiently strong grasp of taught content to apply their learning fluently and progress to more advanced material.



Our approach is underpinned by the NCETM Five Big Ideas of Teaching for Mastery and a clear belief that the vast majority of pupils can succeed in mathematics and achieve in line with national expectations.

In accordance with the National Curriculum, all pupils are expected to acquire age-appropriate mathematical knowledge that they can recall rapidly and apply accurately and fluently. Mental calculation is prioritised; however, by the end of Year 6, pupils are expected to confidently select and use efficient written methods for calculations that cannot be completed mentally.

How We Implement Teaching for Mastery at High Street

Foundation Stage

In the Foundation Stage, mathematics is taught using a mastery approach through the NCETM Mastering Number Programme, alongside lessons from ‘Maths: No Problem!’, which aim to meet the specific needs of the cohort.

Children take part in a daily whole-class mathematics session, designed to develop a deep, secure and adaptable understanding of mathematical concepts. Pupils are encouraged to work both independently and collaboratively with a learning partner, using a range of concrete resources to explore concepts and solve problems. Children regularly share their thinking with the class to demonstrate and compare different strategies.

In addition, pupils participate in adult-directed 1:1 or small-group activities focused on current learning objectives, alongside opportunities to explore mathematical concepts independently through continuous provision. Children are encouraged to apply and develop their recording skills during independent learning.

Pupils who are not working at age-related expectations, or who require additional support, are identified for targeted interventions and booster sessions. Ongoing assessment during whole-class teaching informs staff decision-making and ensures timely and appropriate support.

Key Stages 1 and 2

Mathematics is taught using a mastery approach, with 'Maths: No Problem!', the DfE-recommended textbook, as the principal resource.

Lessons are characterised by high levels of pupil engagement and participation. Learning typically begins with an accessible, engaging problem, with teachers carefully scaffolding learning so all pupils can access the mathematics. Concrete resources, representations and manipulatives are used to support thinking and develop understanding of mathematical structures. Mathematical talk and collaboration are actively promoted to encourage reasoning, challenge and refinement of ideas.

A wide range of strategies and responses are valued and explored through structured discussion. Pupils spend time reflecting on their own thinking and that of others through journaling and problem exploration. Towards the end of lessons, pupils consolidate learning through guided practice followed by independent application, with variation enabling them to encounter concepts in multiple forms.

Pupils who find learning challenging are supported using concrete materials, peer discussion and real-life problem contexts. Pupils who grasp concepts quickly are challenged through greater depth and reasoning, rather than acceleration to new content.

Mathematics journals are used to develop communication skills and capture pupils' thinking, supporting deeper conceptual understanding. Once ideas are refined, pupils are expected to record their learning using diagrams, written explanations and abstract mathematical notation.

Pupils are given time to grapple with learning to build resilience. Feedback is primarily oral and provided in the moment to address misconceptions promptly, with written feedback used where appropriate. Where misconceptions affect individuals or groups, targeted intervention is provided. Where misunderstandings are more widespread, teachers adapt subsequent planning, drawing on additional resources such as the NCETM Curriculum Prioritisation materials.

Mastering Number and Fluency Sessions

All classes allocate additional time within the timetable to focus on fluency development. These sessions prioritise the rapid and secure recall of key number facts, supporting mathematical efficiency and reducing cognitive load.

In years 1-5, fluency sessions are planned using the NCETM Mastering Number resources. These sessions are designed to strengthen pupils' foundational number sense and support success across the wider mathematics curriculum.

Assessment

Assessment is used diagnostically to inform teaching, fluency provision and targeted intervention.

A baseline assessment is completed at the beginning of the academic year to identify prior learning and retention from the previous year. This information informs unit planning, fluency session provision (particularly in Years 3–6), and the deployment of interventions.

Unit reviews, carried out two to three weeks after the completion of a unit, are used to assess retained knowledge and understanding.

Mid-year and end-of-year Maths: No Problem! (MNP) assessments are used to support teacher assessment judgements and to identify gaps in learning, informing future planning and intervention strategies.

Review

The mathematics policy will be reflected in our practice. This policy will be reviewed biannually

Chair of Governors: David Stott