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Kirkby C of E Primary School

Maths

Curriculum Intent, Implementation and Impact Statement

**Intent**

At Kirkby CE Primary School, we believe deeply in the importance of helping our pupils develop as a whole person – happy and ready to take the next steps into their education and lives beyond primary school, regardless of their starting point.  We celebrate our difference.

Our aim is to create an exciting, interesting set of activities that are underpinned by the knowledge, skills and understanding relevant for each year group.

Maths will promote and foster confidence, independence, co-operation and self-esteem throughout the time the children are at Kirkby CE Primary School, which will prepare them for life in 21st Century Britain.

Our offer is underpinned by our vision and ethos of ‘Building on a tradition of achievement and values in a caring environment”. We want all of our children at Kirkby CE to leave with a range of experiences, the self-belief to excel and to understand the feeling of enjoyment.

The primary purpose of our curriculum is to guarantee a successful learning experience for every child. With this in mind, we are committed to ensuring that every child is developed to their full potential within Maths.

* Every child will be educated to the highest possible standard, as set by the Department for Education.
* Every child, in every lesson, will be provided with opportunities to: be engaged in, challenged and process their learning.
* Every child will be provided with opportunities to increase their self-esteem, motivation and aspirations.
* Every child will be encouraged to be enterprising, creative and resilient in order that they may succeed in an ever-changing world.
* Every child will be provided with opportunities to experience the wider world as a core part of their curriculum.
* Every child will be taught about budgeting and financial management in order that they may succeed in an increasingly unpredictable financial world.

Our daily assessments and timely feedback means that teachers and pupils always know exactly how much progress they are making and where they may need more help.

Our clear curriculum overviews and medium term plans are designed to:

* Develop strong characters in order to be resilient and cope with adversity.
* Develop creative individuals who collaborate and co-operate and can solve problems seeing failure as an opportunity to learn.
* Develop pupils who can think critically and care about their learning so they always do their best.
* Develop pupils who care about their role as part of a family, community and the wider world; encouraging them to feel part of, and to contribute positively to fundamental British values.
* Ensure all pupils have high aspirations.
* Develop a thirst for learning for all pupils

At Kirkby CE, these skills are embedded within Maths lessons and developed consistently over time. We are committed to ensuring that children are able to recognise the importance of Maths in the wider world and that they are also able to use their mathematical skills and knowledge confidently in their lives in a range of different contexts.

We are passionate about arithmetic skills, which children regularly rehearse. We are constantly reviewing and enhancing our fluency knowledge through recall of mental strategies and number facts. We want all children to enjoy Mathematics and to experience success in the subject, with the ability to reason mathematically. We are committed to developing children’s curiosity about the subject, as well as an appreciation of the beauty and power of Mathematics.

**Implementation**

The content and principles underpinning the 2014 Mathematics curriculum and the Maths curriculum at Kirkby CE reflect recent research and guidance. These principles and features characterise this approach and convey how our curriculum is implemented:

* Teachers reinforce an expectation that all children are capable of achieving high standards in Mathematics.
* The large majority of children progress through the curriculum content at the same pace.
* Differentiation is achieved by emphasising deep knowledge and through individual support and intervention.
* Teaching is underpinned by methodical curriculum design and supported by carefully crafted lessons and resources to foster deep conceptual and procedural knowledge.
* Practice and consolidation play a central role. Carefully designed variation within this builds fluency and understanding of underlying mathematical concepts.
* Teachers use precise questioning in class to test conceptual and procedural knowledge.

To ensure whole school consistency and progression, Kirkby CE uses the ‘White Rose’ scheme as a framework. It provides long term and medium term planning for all year groups. This is fully aligned with the school’s ongoing engagement with the DFE funded Maths Hubs programme and continues to ensure that staff at all levels understand the pedagogy of the approach that is, teaching for mastery. Teachers sequence lessons though mapped out small steps from the White Rose planning and use careful questions to draw out children’s discussions and their reasoning. The class teacher provides children with the knowledge and skills in lessons focussed on mathematical fluency before deepening their understanding through STEM sentences, reasoning tasks and problem solving.

Mathematical topics are taught in blocks, to enable the achievement of ‘mastery’ over time. Each lesson phase provides the means to achieve greater depth, with more able children being offered more complex STEM sentences, rich and sophisticated problems, as well as exploratory, investigative tasks, within the lesson as appropriate.

**Impact**

The school has a supportive ethos and our approaches support the children in developing their collaborative and independent skills, as well as empathy and the need to recognise the achievement of others. Children can underperform in Mathematics because they think they cannot do it or are not naturally good at it. Our teaching approaches address these preconceptions by ensuring that all children experience challenge and success in Mathematics through developing a growth mindset. Regular and ongoing assessment informs teaching, as well as intervention, to support and enable the success of each child.

By the end of Upper Key Stage 2 (Year 6) children will:

* Extend their understanding of the number system and place value to include larger integers. This should develop the connections that pupils make between multiplication and division with fractions, decimals, percentages and ratio.
* Develop their ability to solve a wider range of problems, including increasingly complex properties of numbers and arithmetic, and problems demanding efficient written and mental methods of calculation.
* Be introduced to the language of algebra as a means for solving a variety of problems.
* Be able to classify shapes with increasingly complex geometric properties and that they learn the vocabulary they need to describe them.
* Be fluent in written methods for all four operations, including long multiplication and division, and in working with fractions, decimals and percentages.
* Read, spell and pronounce mathematical vocabulary correctly. (Adapted from The National Curriculum in England, 2013)

Policy was compiled by Dale Mawson Maths Subject Lead

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