# Maths Curriculum Impact Statement 2025

**Overall synopsis / developments:**
This year, we have worked hard this year to further build our staff's confidence to deliver a maths curriculum which shows fidelity to Teaching for Mastery. We confidently use the White Rose Maths curriculum and design bespoke lessons using our knowledge of Teaching for Mastery (TfM) pedagogy and adaptive teaching. Staff skilfully select other high-quality maths resources to enhance maths lessons. For example, NCETM resources, Oak Academy resources, NRICH, I SEE Reasoning etc. We have focused on providing our pupils with extra opportunities to develop rapid recall and flexibility with key number facts and times tables through lesson design, fluency starters and participation in the NCETM Mastering Number programme for Reception and key stage 1 and also key stage 2. This programme is showing a huge impact on automaticity with number facts such as number bonds, doubles, near doubles and composition of number. Our Year 4 and Year 5 have developed multiplicative reasoning through the key stage 2 Mastering Number programme.

In addition, our bespoke times tables initiative 'Karate Maths' has been a weekly lunchtime club which has motivated and rewarded children for learning in times tables. The Y5 maths ambassadors have helped to run the club and supported younger pupils with their learning. This year, I worked with the maths lead from another local school to organise a times tables tournament for 13 local schools in our SIG (School Improvement Group). This was successful and the pupils enjoyed representing school in a maths tournament.

We always ensure that our staff receive effective CPD in school (continuous professional development) and as maths lead, I led termly TRG (teacher research group) workgroup sessions for both teachers and teaching assistants. These sessions included open lesson demonstrations and lesson studies, followed by mastery CPD. This has been effective in embedding staff's knowledge and understanding of TfM pedagogy. During the sessions, I

**Maths in the EYFS:**
Maths in the EYFS is very good. Maths is taught daily in Reception through the implementation of the Mastering Number programme and White Rose Maths. The children have opportunities to reinforce mathematics learning regularly through areas of indoor and outdoor provision.

**Data overview for Maths**

Percentage of children at the Expected Standard or better (age appropriate)

| Reception | Key Stage 1 | Key Stage 2 | Whole school |
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| 89.3% | 94.5% | 80.2% | 85.1% |
| Maths SATs results 2023 | | 95% EXS | 33% GDS |

* Subject in EYFS = Mathematics

**Highlights / Life in all its fullness:**
-Ongoing maths Staff CPD throughout the year teachers and teaching assistants from this school and other schools through TRG workgroup sessions (in-house and as part of Maths Hub work)
-Weekly Karate Maths club to allow children to practise time stables with older children
-Maths Ambassadors fully involved with supporting the maths lead and with running Karate Maths Club
- -Y6 SATS results
-Being asked to take one of our classes to Ewood Park to lead an open lesson demonstration for primary and secondary maths teachers from across the North West
- Development of 'Maths at Turton and Edgworth' document collaboratively with staff and pupils to deepen understanding of what maths at our school looks like and TfM pedagogy

asked staff to tell me what maths looks like at Turton and Edgworth, then linked their comments to the Five Big Ideas of TfM (see Maths at Edgworth document).The collaborative creation of this document has united staff and enabled a deep understanding of what maths teaching and learning looks like at our school as we revisit this document frequently and it is created using staff's comments. This document also incorporates pupils' thoughts about maths at our school. In addition, we have had a focus on maths vocabulary and the importance of oracy in maths lessons through our maths CPD.

As a Primary Maths Mastery Specialist for Abacus Maths Hub, I have worked closely with the Hub this year, disseminating updates and maths training to my colleagues in school, in schools in our SIG group and with schools across the North West through my workgroups with the Maths Hub. I have led demonstration maths lessons for colleagues and led open lesson demonstrations for the Maths Hub as part of their offer of professional development for teachers. In addition, I was asked to take our Y1 class to Ewood park teach a demonstration maths lesson for primary and secondary maths teachers this year to share TfM practice with other teachers. I have also supported two local schools as an Intensive Support Partner offering bespoke maths support to the schools.

**Subject leadership - CPD, Monitoring and books:**
Learning walks and pupil voice have indicated that our focus on fluency across school is having a positive impact on children's automaticity, accuracy and flexibility with number facts. Learning walks, staff and pupil voice have shown that our focus on maths vocabulary, oracy and stem sentences is consistent across school and is having an impact on children's confidence in maths and their ability to reason and explain their thinking.

-SIG times tables tournament
-Focus on oracy and vocabulary

**Pupil voice (including ambassadors)**
The children have commented that they love Karate Maths and working their way through the karate belts and that the maths ambassadors help them to practise their times tables at break. The maths ambassadors like running the Karate Maths Club at lunch times and helping the younger children to learn times tables. The Maths Ambassadors from Y5 and Y6 have had a big impact this year on making maths fun across school by helping me to run Karate Maths club.

The pupils have said: ***"Maths is fun. Maths helps us with other subjects like science. We play games that help us to learn.***
***We always revisit previous learning at the start of lessons and this helps us to remember facts and make connections.***
***I like that we have opportunities to collaborate with our friends in lessons. We learn more than one way to do things and then pick the best one for us by discussing how efficient it is.***

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| | ***Maths is important for the future. Everyone is included in maths lessons. I like the team work in lessons. We share our answers with each other and compare work and talk about mistakes. It's OK to make mistakes. They help us learn.***<br>***I notice that Mastering Number pulls things out of maths lessons and I can spot connections easily. Stem sentences help us and are on the board. Resources like counters help us to work problems out.***<br>***Teachers ask us questions to help us develop our understanding.***<br>***We don't just say the answer – we are expected to explain how we know.***<br>***Teachers encourage us. We talk about mistakes. We see how maths helps us with other subjects."*** |