Mathematics Subject Statement

Curriculum: What is Taught

At Churchstanton Primary School, we aim to develop confident, fluent and enthusiastic mathematicians. Our curriculum is designed to provide all pupils with the knowledge, skills and understanding required to apply mathematics successfully in school and in the wider world. Learning is carefully sequenced from EYFS to Year 6 using the White Rose framework, enabling pupils to build knowledge progressively and make meaningful connections between mathematical concepts. We place equal emphasis on fluency, reasoning and problem solving and ensure that the curriculum is ambitious for all learners, including disadvantaged pupils, pupils with SEND and those known to children's social care.

Inclusion

Inclusion is a golden thread running through our mathematics curriculum. Through adaptive teaching, effective scaffolding, appropriate challenge and timely intervention, we ensure that every child can access and succeed in mathematics. High aspirations are maintained for all pupils.

Teaching: How the Curriculum is Implemented

Mathematics is taught daily through a Maths Mastery approach. Teachers use carefully sequenced lessons, retrieval practice, mathematical talk, manipulatives and representations to secure understanding. Pupils engage with Daily 10 activities, Ashleigh Down Times Tables and TT Rockstars to strengthen fluency and recall. Mathematical vocabulary is explicitly taught and children are encouraged to explain, justify and reason using full mathematical sentences. Assessment is used routinely to identify misconceptions and adapt teaching to meet pupils' needs.

Achievement: Pupils' Attainment and Progress

Through our ambitious curriculum and high-quality teaching, we strive to ensure that all pupils achieve well. Ongoing formative assessment, pupil voice, book scrutiny, learning walks and lesson observations are used to evaluate learning and inform next steps. NFER assessments support the evaluation of attainment and progress and help identify areas requiring additional support. We expect most pupils to achieve age-related expectations, while higher-attaining pupils are challenged through rich and sophisticated mathematical problems. Pupils requiring additional support are provided with targeted intervention to secure rapid progress.