



Maths Curriculum Statement

Intent

At West Wycombe, we ensure our students develop a life long love of Maths. Mathematics is an important creative discipline that helps us to understand and change the world. We want all pupils to experience the beauty, power and enjoyment of maths and develop a sense of curiosity about the subject.

Our aim is to ensure we are developing mathematicians for the future and instil skills and knowledge that can be used throughout their lives. Our aim is to provide all children with the knowledge and tools needed in order to progress from EYFS to Year 6 and to allow pupils to transition to secondary school as flexible, confident, well-rounded and passionate mathematicians who have a love and curiosity for the subject. Our aim, through a 'Maths Mastery' approach, is to provide varied and high quality teaching and learning with a focus on recall and fluency, problem solving and reasoning using concrete, abstract and pictorial resources. We aim to provide opportunities for all of our children to ensure sustained progress in maths and that all children have the tools needed to learn successfully and succeed in spite of background or ability. We encourage an atmosphere where mistakes are valued, growth mindset is seen as part of the learning journey and everyone is challenged and given opportunities to deepen their understanding.

Implementation

Maths is taught in whole classes, every day which covers the small steps children need in order to progress in their learning.

- Staff use White Rose Maths as a starting point in order to develop a coherent and comprehensive conceptual pathway through the mathematics. The focus is on the *whole class progressing together*.
- We use a Concrete, Pictorial, Abstract (CPA) approach to teach concepts- for more on this, see below.
- We focus on times tables practice, effective intervention and ambitious progression through Times Tables Rockstars.
- Learning is broken down into small, connected steps, building from what pupils already know.
- Challenging concepts and potential misconceptions are identified in advance and strategies to address them planned.
- Key questions are planned, to challenge thinking and develop learning for all pupils.
- Contexts, representations and resources are carefully chosen to develop reasoning skills and to help pupils link concrete ideas to abstract mathematical concepts.



- The use of high quality materials and tasks to support learning and provide access to the mathematics, is integrated into lessons.

Teachers use Recap and Recall questions to review prior learning. Children follow steps to success to show them how to achieve in their learning. Teachers scaffold and challenge work appropriately to the needs of the learners in their class. When the children have completed their independent work, they are given opportunities to self-mark and correct any misconceptions they have come across. Children are encouraged to reflect on their learning and think about their next steps.

Children are assessed regularly using formative and summative assessments. Teachers use their formative assessments to plan the next steps in learning for their class. Each term, children take a PiXL assessment to show how their learning has progressed. Analysis of these help teachers to plan the next stages in the learning for their class.

Our approach encourages teachers to vary the apparatus the children use in class, for example, one day they might use counters, another day they might use a tens frame. Likewise, children are encouraged to represent the day's maths problem in a variety of ways, for example, drawing an array, a number bond diagram or a bar model. By systematically varying the apparatus and methods they use to solve a problem, we help children to make quicker mental connections between the concrete, pictorial and abstract phases.

Impact

As a result of Maths teaching at West Wycombe, our pupils:

- enjoy and are engaged in lessons;
- take an active role in their learning;
- demonstrate resilience when attempting to solve problems, and are able to choose the equipment and strategies they think are best suited to each problem;
- develop skills in being able to reason verbally, pictorially and in written form;
- are confident talking about maths using appropriate mathematical vocabulary;
- can recognise relationships and make connections in maths lessons;
- demonstrate mastery of mathematical concepts or skills through independently applying concepts to new problems in unfamiliar situations;
- achieve high outcomes in maths at the end of Key Stage 2.



The mathematics curriculum from Reception to Year 6 is designed to build on foundational skills progressively, ensuring that students develop a deep and comprehensive understanding of mathematical principles.

This structured and incremental approach ensures that students build on their prior knowledge, reinforcing and expanding their understanding of mathematical concepts year by year. The curriculum is designed to develop both procedural fluency and conceptual understanding, preparing students for more advanced mathematical studies and real world applications.