

<b>CURRICULUM INTENTIONS</b>	Our Values and Expectations	<b>'Life for Learning for Life ...' Mathematics</b>					
		Embracing Excellence		Celebrating Diversity		Nurturing Individuality	
		Enjoyable	Stimulating	Respectful	Challenging	Safe	Lifelong Learners
	Curriculum Drivers	Oracy					
	Our Learning Curriculum	Reflective	Relationships	Resilience	Resourceful	Risk Taking	
	Our vision for the <b>Mathematics</b> curriculum at Wembury Primary School	<ul style="list-style-type: none"> <li>• The intent of our mathematics curriculum at Wembury is to design and deliver a connected, ambitious curriculum, which is accessible to all and will maximise the development of every child's ability and academic achievement. We intend to provide for SEND and disadvantaged children so they can achieve the best possible outcomes so they can be active and influential participants in lessons and later on in life</li> <li>• We want children to make rich connections across mathematical ideas to develop fluency, mathematical reasoning and competence in solving increasingly sophisticated problems.</li> <li>• We intend for our pupils to be able to apply their mathematical knowledge to science and other subjects. We want children to realise that mathematics has been developed over centuries, providing the solution to some of history's most intriguing problems. We want them to know that it is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment. As our pupils progress, we intend for our pupils to be able to understand the world, have the ability to reason mathematically, have an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject.</li> </ul>					

- **Subject expertise** (Subject Leader is an LLME – Local Leader in Mathematics Education – NCETM) allows the intentions of our mathematics curriculum to be executed successfully. CPD is important in maths and all staff are being encouraged to raise any issues they have within mathematics in order to ensure everyone is confident in what they teach. Good practice is shared with staff at Wembury and beyond (with schools within our Trust and HUB). Our involvement with the CODE Maths Hub enables the school to benefit from collaboration with others during Work Groups and specialised training provided by the HUB. The implementation of the NCETM Curriculum Prioritisation Materials at Wembury (started Autumn 2025) has been carefully planned and executed alongside another school within WeST.
- Mathematics is planned for, following **the EYFS Statutory Framework** and **National Curriculum Programmes of Study**.
- Children in EYFS are primarily taught the Number element of the EYFS Framework via daily directed sessions using the Mastering Number programme. The directed session is then followed up with small group work and carefully planned activities within continuous provision and daily routines. Patterns and connections along with shape, space and measurement elements of the Framework are taught using White Rose materials (see long term plan on website).
- In Years 1 -6, long and short term planning is based upon the **NCETM Curriculum Prioritisation Materials**. Oak Academy is used to help resource this curriculum (started Autumn 2025).
- Mathematics is taught through a Mastery approach. Lessons follow a coherent journey and incorporate procedural and conceptual variation along with opportunities for children to develop their fluency, reasoning and problem solving. Representations are used throughout the teaching and appropriate manipulatives to expose the structures.
- The systematic and rigorous teaching of number facts (using **Mastering Number – NCETM**) has a high priority throughout the school from EYFS to Year 6. Mastering Number for EYFS and KS1 aims to secure firm foundations in the development of good number sense and recall of addition and subtraction facts within 20. In Year 3, the aim of the program is to consolidate and secure the facts taught in KS1 so the children can apply the facts to other areas of mathematics with confidence and fluency (started program Autumn 2025). Wembury implemented Mastering Number KS2 during Autumn 25. Following advice from our Maths HUB, during 25-26 all children in Yrs 4-6 will be taught the Year 4 Mastering Number Programme. Year 5 will embark upon the Year 5 program during 26-27.
- Daily mathematics lessons (Yrs 1-6) follow the structure as below:
 

**Recap of previously taught vocabulary**

**'In Focus' task** - real life scenario based on current learning which allows children to make connections between prior and new learning. Children are encouraged to 'notice' the maths within the context.

**Direct Teaching/ explanation** of new concept including the explicit teaching of new vocabulary.

**Checkpoints** – these are woven through the lesson providing regular assessment points within the lesson to check for understanding.

**Individual practise** – these opportunities allow children to practise the concept taught. At appropriate times within the lesson, there are opportunities for children to ‘Dive Deeper’ in their learning. These opportunities enable children to deepen their understanding of the core concept taught. These are accessible for all children.

- Daily ‘**Flashbacks**’ (often delivered out of the maths lesson) encourage children to remember learning from previous days and weeks.
  - *The first question is likely to be from the previous day*
  - *Second question – from previous week*
  - *Third and fourth questions from earlier concepts (last month or earlier in the year).*
- All children are expected to complete weekly mathematics **homework** based on current learning.

### Assessment

Assessment strategies provide frequent, quick opportunities for us to reflect on our pupils' thinking, strengths, and weaknesses: interpreted with skill, they can give useful insights into pupil learning and the next steps we should take as teachers.

**Tier One: Responsive/Adaptive teaching.** This will utilise low stakes methods that alternate between whole class assessment practices and one to one or small group feedback.

**Tier Two: Strategic planning of knowledge checks.** This will utilise diagnostic methods of assessment that enable us to know how effectively knowledge has stuck and what can be done with it.

**Tier Three: Strategic planning of summative assessment that samples cumulatively across a domain.** Summative assessments must always be considered formatively, in terms of, how do we improve the curriculum further.

#### Tier 1

- Construction of the Learning Outcome
- Cold Calling
- Mini Whiteboards
- Live Marking
- Paired Talk
- Choral responses
- Accountable talk
- Questioning
- Observations

#### Tier 2

- Multiple Choice Questions (MCQs)
- Independent practice
- Mastering Number Assessments
- Termly ‘Gig’ on TTRockstars (Y2 – Y6)
- Weekly retrieval quizzes

#### Tier 3

- Maths Square Club Gateways (2x termly)
- MTC (Year 4)
- Optional KS1 SATs
- End-of-KS2 SATs

		The Learning Environment		Assemblies	Visitors	Educational Visits and Residentials	Experiences	Events	Partnership working with parents and carers		
		Extra-Curricular Activities	Community Events	Partnership working with other schools	Community Expertise	Pupil Leadership	House Teams	Responding to the News			
	TEACHING (PEDAGOGY)	Enquiry Based Learning	High Expectations	Consistent Practice	Challenge for All	Excellent Subject Knowledge					
		Working Walls	Vocabulary Rich	Responsive to needs and interests	Reflective	Shared Expertise					
		Mastery	Application of prior learning	Progressive	Enjoyment	Collaborative					
		Risk Taking	Learning Skills: 5 x Rs	Breadth and depth	Pupil Led	Oracy					
	ASSESSMENT	Quality Live Marking and Feedback	Whole Class Feedback	Unit Assessments	Tracking Progress Over time						
		Next step marking	Self & Peer-Assessment	Pupil Conferencing	Moderation						

IMPACT	ATTAINMENT AND PROGRESS	Our curriculum has an ambition of high expectations for all. Pupils are Creative, Competent, Independent Orators and Writers – with each child finding his/her own voice which impacts on progress across the curriculum.	<ul style="list-style-type: none"> <li>The impact of our mathematics curriculum is that children understand the relevance of what they are learning in relation to real life concepts. We have fostered an environment where children have a growth mindset whilst recognising ‘mistakes are beautiful’ - the journey to finding the answer is most important.</li> <li>Children are confident to discuss and share their mathematical thinking with their peers and adults, applying their strong Oracy skills.</li> <li>Our maths books demonstrate a range of activities showing evidence of fluency, reasoning and problem solving. Children can ‘Show it’ (using appropriate manipulatives), ‘Draw it’ (using a range of mathematical images), ‘Explain it’ (using the written form) and ‘Prove it’ (using mathematical symbols).</li> <li>Our feedback and interventions are supporting children to strive to be the best mathematicians they can be ensuring a greater proportion of children are on track.</li> <li>Children leave Wembury secondary school ready, achieving in at least the top 20% nationally.</li> </ul>
	KNOWLEDGE AND SKILLS		
	READINESS FOR THE NEXT STAGE OF EDUCATION		

