



Maths Intent

Our Vision

Our inclusive school is a place of creative learning where all talents are developed, celebrated and enjoyed. We nurture all to be curious, passionate and resilient lifelong learners. As a community, we listen to, forgive and love one another so all can be confident in who they are. Inspired by Jesus we walk beside each individual in our family by understanding and responding to their unique needs. We have hope in all our children that they grow to be open, compassionate people of the world who stand up for what is right.

Compassion Friendship Forgiveness Resilience Hope



Intent

At Charing CE Primary School, our intent is to ensure that every child develops the mathematical knowledge, skills, and confidence needed for future learning and life. We recognise mathematics as a vital subject that underpins critical thinking, problem solving and logical reasoning. Our aim is for all pupils to **think mathematically**, enabling them to question, explore, reason and make connections across different areas of the subject.

We are committed to providing a high-quality mathematical education that:

- Enables all children to achieve their full potential academically, emotionally and socially.
- Promotes an ethos of effort, resilience, mutual respect, and celebration of success.
- Reflects our Christian values— compassion, friendship, forgiveness, resilience, hope — through collaborative learning and supportive teaching environments.
- Develops fluent, confident and competent mathematicians through a **Maths Mastery** approach rooted in fluency, reasoning and problem solving.
- Inspires curiosity, awe and wonder by giving children opportunities to explore, take risks, and discover solutions for themselves.
- Ensures deep conceptual understanding through the **concrete, pictorial and abstract** stages of learning.

Our intent is that every child, irrespective of background or ability, receives equal access to high-quality teaching that allows them to progress and thrive.

Implementation

Our curriculum is built on the National Curriculum Programmes of Study and is structured to meet the needs of all learners. We teach the child, not just the curriculum, ensuring flexibility to adapt provision where necessary.

Lesson Structure

- In KS1 and KS2, maths is taught daily for **1 hour 5 minutes**, consisting of:
 - **Teach-Do Session (35 minutes)**: introduction of new concepts, modelling, guided practice.
 - **Deepening Session (30 minutes)**: independent tasks focusing on reasoning, problem solving and deepening understanding.
 - A review section revisits learning from earlier in the year to strengthen retention.
- In the **Early Years Foundation Stage**, children learn through a balance of adult-led teaching and rich, informal opportunities for mathematical thinking during child-initiated activities.

Curriculum Design and Planning

- Long-term plans follow the **White Rose Maths** progression to ensure coverage and coherence.
- Weekly planning mirrors the structure of daily sessions and ensures differentiation for all learners.
- Teachers may adapt from long-term plans when necessary, in collaboration with the maths subject leader.
- **Mastering Number** is taught daily in KS1 to develop firm foundations in number sense.

Teaching for Mastery

- All lessons emphasise fluency, reasoning and problem solving, with equal importance placed on each.
- Greater depth learners are challenged through NCETM and White Rose materials.
- Pupils work together through shared discussion, exploration and use of precise mathematical vocabulary.

Resources

- A wide range of manipulatives supports conceptual understanding, including dienes, rekenreks, place value counters, bead strings, tens frames and number lines.
- Resources are accessible to pupils in every classroom and stored clearly for independent use.
- Additional high-quality resources include White Rose premium materials, Target Your Maths and online NCETM/NRICH tasks.
- Teachers maximise opportunities for outdoor learning when appropriate (e.g., measuring perimeter, capacity, or area).

Cross-Curricular Links

- Maths skills are regularly applied across the curriculum—particularly in PE, Science and real-life contexts.

Assessment

- In EYFS, ongoing observations inform next steps and are recorded in Learning Journeys.
- In KS1 and KS2:
 - Assessment for Learning is embedded in every lesson.
 - Work is marked against learning objectives and next steps are identified.
 - Half-termly assessments track progress using the school's assessment system (Beginning, Developing, Secure).
 - Small end-of-unit assessments help evaluate understanding and inform teaching as and when necessary.

- Assessment information is shared with parents at consultations and in interim and annual reports.

Inclusion

- We are committed to successful inclusion for all children, regardless of background, need or ability.
- Teachers adapt tasks, provide scaffolds and ensure every child can actively participate and make progress.
- Strong partnerships with parents support learning beyond the classroom.

Leadership and Monitoring

- The Mathematics Subject Leader provides strategic direction, supports staff, monitors teaching and learning, and ensures high standards of achievement.
- Regular evaluation by the Headteacher, SLT and Governors ensures continual improvement of mathematics provision.

Impact

The impact of our mathematics curriculum is that all children:

- become confident, resilient and independent mathematicians who enjoy the subject.
- develop secure fluency with number facts and mental strategies, enabling them to tackle increasingly complex calculations.
- can reason mathematically using precise language, explaining their thinking and justifying their methods.
- apply mathematical skills across the curriculum and in real-life contexts.
- achieve strong outcomes that reflect good progress from their individual starting points.
- demonstrate positive attitudes towards learning, showing determination, curiosity and a willingness to take risks.
- leave Charing CE Primary School well prepared for the next stage of their education, equipped with a deep, secure and lasting understanding of mathematics.

Regular monitoring by school leaders and governors ensures that the curriculum continues to meet the needs of all learners and that standards remain high. Through strong partnerships with parents and the wider school community, we create an environment where mathematics is valued, celebrated and accessible to all.