

ST LUKE'S C OF E (AIDED) MATHS CURRICULUM AT A GLANCE

Your aims and ambitions for the curriculum

We believe a high-quality Maths Curriculum will ensure that pupils are passionate and inquisitive about Maths through high quality lessons, teachers build on prior knowledge and use manipulatives during lessons to support their learning.

Our broad Maths curriculum allows pupils to feel good about. The profile of Maths is high within school and is taught for 4 – 5 hours Maths week where possible, in addition to this all children have 10-15 minutes daily Maths starters (Fluent in Five Y1-Y6 and Rapid Reasoning (KS2)) whereby they're revisiting previously taught concepts, excluding FS2. LKS2 children also have a time-tabled weekly TTRS competitions to prepare for Year 4 Multiplication Check.

We regularly assess pupils' mathematical knowledge and skills using NFER tests, these provide teachers with valuable insights into individual pupil needs. This enables teachers to tailor their teaching and intervention strategies to address any gaps in understanding and support pupils' progress effectively. The class teachers will be able to show are share these with you upon request.

Scope and breadth of the curriculum

The disciplinary knowledge of our Maths curriculum begins in FS2 and the learning is focussed heavily on expanding their own knowledge and experiences. This knowledge builds from FS2 right up to UKS2.

Our curriculum is aspirational as it leads pupils to achieve and fulfil the requirements of the National Curriculum.

We have a detailed and structured plan of objectives (taken from White Rose) of what concepts are being

taught, in which year group and when to ensure appropriate coverage. This plan is important as it allows all staff to know when and where pupils are beginning taught about different concepts and what children should already know and what they're going to need to know to move forwards with their learning. These include addition, subtraction, multiplication and division facts, alongside other facts such as; conversions m/cm/mm, $\frac{1}{4} = 25\% = 0.25$ etc.

CPD

17.9.25 – SL Action Plan Twilight
34.9.25 – Curriculum monitoring twilight
1.10.25 – Phil Abbott training
12.11.25 – Rosenshine Principles – session 1
13.11.25 – Maths subject leader course
19.11.25 – Rosenshine Principles – session 2
4.12.25 – maths network
29.1.25 – maths network
Whole staff meeting – manipulatives CPD (Spring or summer term)
5.2.25 – maths subject leader course
21.5.25 – maths network
11.6.25 – maths network
9.7.25 – maths network

Know more, do more and remember more

Our curriculum and teaching has substantive knowledge planned across class groups into each unit, providing opportunities for retrieval practice of prior knowledge and vocabulary at the start of each lesson.

In line with EEF guidance, maths homework is set for all KS2 pupils to help with long-term memory and enable pupils to familiarise themselves with previously taught concepts. Year 4 also do weekly TTRS both in and out of school to improve their accuracy and fluency of all times-tables. All classes in St Luke's have a working wall for Maths, which links the current concept of learning. (e.g. area).

All classes have aide memoires in the form of: number lines, posters, table mats and resources readily available for all children to use.

Sequencing of learning, particularly through concepts, vocabulary and skills

Our St Luke's curriculum ensures success through its sequencing, beginning with simple mathematical concepts in FS and building on this knowledge as the mathematical concepts progress throughout school using the White Rose long term planning. Pupils are taught about concepts such as; subitising and number sense from FS.

As a school to ensure non-specialist Mathematical practitioners are supported with their subject knowledge and delivery. We use a number of reputable resources to enhance a logical sequence of the White Rose long term plan, which identifies the core knowledge/ mathematical concepts.

Our curriculum is planned to ensure that all mathematical facts, methods and strategies are identified through the declarative, procedural and conditional content categories.

Our long term plan (following White Rose) identifies the most important facts, formulae and knowledge for pupils to learn in order to promote automaticity. The whole school undertake daily Fluent in Five across school and Rapid Reasoning in KS2 (10-15mins) for recall and retrieval to embed their 'sticky' knowledge.

We have a carefully sequenced curriculum where children regularly revisit concepts throughout their journey – interleaving curriculum. This ensures their acquisition is ordered so that there are opportunities to both learn and use all knowledge (both prior and new), until both pace and accuracy are achieved. Our B20% children work with teachers and teaching assistants every lesson to ensure they get the support they need.

The reputable scheme ensures that there is opportunity for pupils to develop a pre-requisite knowledge to solve word problems through a mixture of not just fluency, but varied fluency and reasoning and problem-solving activities through Classroom Secrets resources.

Mathematical vocabulary is displayed within the learning environment of each classroom on the working wall, IWB and on the learning objective – pertinent to each unit. The rationale for BPS's teaching approaches include; assessment for learning, adaptation, reasoning, visual displays, teaching (auditory) and kinaesthetic (hands on, using apparatus) approaches are used during every lesson. We use a systematic and progressive approach during lessons that builds up over time. Adults model language, shown in our classroom environments and these representations of how to access a mathematical concept are carefully mapped out within the BPS calculation policy. Pupils are actively encouraged to provide 'noisy thinking' or 'think out loud' to discuss and explain their reasoning when undertaking work, work may also contain deliberate misconceptions to promote discussion.

We ensure that further challenge for pupils involves facts, methods and strategies they already know to add breadth and depth to their learning to ensure that it is not superficial, but known and remembered. This is done to ensure that we do not risk 'dysfluency' and/or the accumulation of misconceptions over time, particularly for DP/B20% pupils. Staff ensure, by using their professional judgement, that automaticity is practised (particularly for aspects of fluency) to empower subsequent learning. Further enhanced through guided practice and children working with adults, bridges the gap between receiving new knowledge and using the new information independently.

Curriculum adaptation; Access for all.

For the B20% of pupils, DP pupils and pupils with SEND, work is adapted prior to the lessons to meet the needs if a child requires a simplified alternative. Pupils who require additional support with their learning are supported through bespoke/adapted 1:1 and/or in small groups. At the beginning of the lesson, the children participate in recall and retrieve tasks to help embed fluency into their long-term memory. There is explicit teaching of the most important mathematical concept and vocabulary. An area of strength within the delivery of our curriculum is the adaptation to ensure that the learning is practical so that all learners can access the full curriculum. All children have access to universal provision to support their learning and understanding. Learning is shared with the support staff prior to the lesson taking place to ensure they are aware of the lesson intent.

What to teach and when

The substantive knowledge in Maths is organised around key units each half-term. These are progressive and the sequencing from White Rose's long-term planning is followed – this is highlighted with the school's curriculum policy document.

As professionals who work with children in single year groups, we have an awareness of not only where children have come from, but where they're moving to in terms of calculation. Using this knowledge allows teachers to move children swiftly onto more formal methods of calculation, reducing the risk of pupils being held back and stops them using inefficient methods. Please refer to our calculation policy.

One of our strengths are our teachers and their knowledge of the children. They are strong and confident in their roles and have high expectations of pupils. They utilise TA's and resources to ensure the children receive the best education we can offer them. They are well organised and plan from the White Rose long term overview, enhance and adapt this to suit the children within their classes. In turn, this means we have a large number of confident mathematicians in school and good data to back this up.

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What checks have you completed? What have they told you? What did you do about it? What is the impact of this?

Checks:

- Book look with PP – 13.09.2024
- Maths universal provision audit – 18.10.2024
- Book looks with Governor – 22.01.2024
- Lesson observations – w/b 13.01.2025
- Maths Workshop for Parents – 04.03.2025.
- Working wall monitoring – 18.03.2025
- Governor's report – 18.03.2025
- Book look – 19.03.2025
- Lesson observations – w/b 21.04.2025
- Pupil interview – 16.05.2025
- Book look – 12.09.25
- Book look – 24.09.25
- Observations – 17.10.25
- Observations (continued) – 21.11.25
- Pupil voice – 21.11.25

Findings:

- KS1 have a lot of good universal provision. KS2 need more universal provision. Maths cupboard needs sorting so universal provision is more accessible (18.10.2024)
- There is a consistency in the whole-school approach to following the White Rose LTP, enhanced and developed through resources from Classroom Secrets. (24.11.2024)
- Progression of lessons is clear and the progression across the year groups is strong. Work is adapted for children, with the use of concrete and pictorial resources. (24.11.2024)
- Pupils are able to independently access the maths table within provision to consolidate their learning of the mathematical concepts that have been previously taught (w/b 13.01.2025 and w/b 21.04.2025)
- Working walls support learning. Identifies the key vocabulary and methods they are currently learning. (18.03.2025)
- Presentation across the pupil's books is appropriate standard (in line with school policy) across the whole school (19.03.2025)
- Manipulatives are used effectively in lower KS2 (Y3–Y4) to support learning, while upper KS2 (Y5–Y6) mainly use rulers and protractors. (16.05.25)
- Pupils access appropriate challenges, including Classroom Secrets materials, and enjoy progressing in difficulty. Recall activities such as Rapid Reasoning and Fluent in Five are consistent across KS2, with most pupils confident and using accurate mathematical vocabulary. (16.05.25)
- TTR supports Y3–Y4 times table practice but is rarely used at home, and Y5–Y6 do not regularly practise. Working walls are used effectively in Y3 and Y6 but less so in Y4 and Y5. (16.05.25)
- Work is mostly presented neatly and demonstrates clear progression across the school. Pupils show pride in their learning and are confident in their mathematical methods. Verbal feedback is consistently strong and supports pupils' progress. Curriculum coverage is broad, well-sequenced, and aligned with the small steps of learning. Evidence of pupil self-marking and correction in several year groups shows engagement with learning. (12.09.25)
- Pupils across KS1 and EYFS showed strong understanding of the mathematical resources available to them and are starting to use these independently.
- KS2 - good general knowledge of where maths resources are located and expressed confidence in accessing them. The most relied-upon supports are **times tables prompts, counters, whiteboards, and number lines**. Displays are used inconsistently, and some pupils prefer direct adult support over independent strategies. (21.11.25).
- All classes are using recall and retrieve at the beginning of a lesson. KS2 use third space learning fluent in five and rapid reasoning and ks1 use white rose and oracy. (17.10.25 and 21.11.25)

Next steps:

- Children to have the opportunity to revisit misconceptions/ incorrect work.
- Plan in opportunities for further subject leader training for KE.
- Ensure consistency across school with regard to updating the working walls, linked to the topic at the time.
- Allow pupils the opportunity to revisit misconceptions in their learning, in order to ensure pupils can learn from their mistakes.

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- Continue to strengthen consistency in feedback, presentation, retrieval practice, and use of working walls by ensuring all staff apply school-wide expectations, promote pupil engagement with feedback, and demonstrate clear evidence of learning progression across year groups.
- CPD for all teachers based on manipulatives.
- TTRockstars day to prompt practising times tables at home.
- KS2 to have folders to store rapid reasoning in.
- Children to develop their independency in ks1 and ks2 when accessing resources.

Actions taken:

- Feedback emailed to class teachers.
- Informal conversations about maths happening weekly.
- Working walls are being use around school and are being updated more frequently.

Impact of actions taken:

- Subject leader (KE) feels more confident of whole school knowledge of the children's mathematical journey/learning across school