**Maths Statement of Practice**

**Vision**

At Wolverham Primary School, we believe that a high-quality mathematics education equips children with a deep understanding of number, the ability to think logically and flexibly, and the confidence to solve problems and explain their thinking. Our vision is for every child to leave Wolverham as a fluent, confident and curious mathematician. They will be able to apply their mathematical knowledge in real-life contexts, and prepared for the next stage of their education.

We are committed to developing children's reasoning, resilience and independence through a consistent, mastery-based approach. By making maths accessible, engaging and relevant, we aim to foster a love of the subject and break down barriers to success. Our spiral curriculum ensures that pupils revisit key concepts throughout the year, building long-term understanding and reducing cognitive overload. At Wolverham, every child is given the opportunity to succeed in maths.

**Intent**

At Wolverham, the maths curriculum is designed so that children leave with a secure foundation in mathematics and the confidence to apply it in the wider world. Through careful sequencing, we have developed a spiralised curriculum built with small progressive steps that allow children to revisit, practise and deepen their mathematical knowledge and skills over time. This approach ensures that children gain fluency in key concepts, retain knowledge securely in their long term memory, and that they are able to make connections across the curriculum.

The maths curriculum is designed to provide opportunities for children to develop mathematical fluency, reasoning and problem solving skills. By encountering concepts regularly in different contexts, children build confidence, independence and resilience. Our intent is for children to think mathematically, ask questions, spot patterns, justify their reasoning, and apply their learning to real life situations.

At Wolverham, we want our pupils to develop enthusiasm and curiosity for mathematics. We want them to recognise that maths is creative and interconnected, with links to science, technology, art, DT and everyday life. By the time they leave, children should have a strong understanding of number, geometry and measure, statistics, algebra, and mathematical vocabulary so that they are prepared for the challenges of the next stage of their education and beyond.

**Mathematical Themes**

Within the curriculum, two themes run throughout all year groups to provide coherence and support progression: number fluency and reasoning and problem solving. These themes are embedded in every unit to strengthen children’s confidence in applying knowledge to new situations and to ensure consistency across school. Connections between strands are made explicit, helping children to see the structure of mathematics and transfer knowledge across different areas.

**Curriculum**

Our maths curriculum is planned from Nursery onwards. In EYFS, we focus on early number sense, pattern, and shape, providing children with hands on experiences to develop their understanding of the world around them. As children progress through the school, learning develops in complexity, covering all areas of the National Curriculum in a spiral structure. This ensures concepts are revisited and built upon, offering both clear progression and opportunities for children to develop secure and lasting mathematical knowledge.

The curriculum has been deliberately designed to:

* Cover all statutory content within 32 teaching weeks, allowing flexibility for assessment weeks, school events and consolidation.
* Revisit prior learning regularly through light touches three times a week, strengthening recall of essential content such as time, shape, measure and key vocabulary.
* Prioritise problem solving and reasoning, ensuring children apply their knowledge rather than treating problem solving as an add on.
* Build arithmetic fluency through daily skills checks and explicit times table teaching, ensuring strong foundations for more complex concepts.

**Implementation**

**Lesson Structure**

Whilst not prescriptive, lessons typically follow a weekly pattern:

* Monday: Reteaching and recapping key prior learning, introduction to new concepts.
* Tuesday and Wednesday: New learning and vocabulary, use of concrete resources, opportunities for fluid intervention.
* Thursday: Deepening and consolidation, with a focus on reasoning.
* Friday: Whole class reasoning and problem solving.

Materials for lessons are mostly taken from the White Rose Maths scheme of work, but teachers supplement this with their own work, as well as using outside resources such as NRich, Doodle Maths and Learning By Questions.

**Vocabulary**

Mathematical vocabulary is progressively sequenced across year groups. Children are explicitly taught the correct language to explain their thinking, describe strategies and reason mathematically. This focus on language enables them to discuss and justify their methods with precision.

**Retrieval and Fluency**

* Skills Checks (KS2): Daily arithmetic practice with live marking develops efficiency and accuracy, feeding directly into fluid intervention.
* Light Touches: Three short sessions per week revisit content from previous years, strengthening retention and transfer of knowledge.
* Times Tables: Explicit teaching from Year 2 onwards ensures all pupils are fluent up to 12 × 12 by the end of Year 4, supporting efficient calculation and problem solving across KS2.

**Impact**

At Wolverham, children know that their maths learning is purposeful and equips them with skills for life. As a result, they:

* Develop resilience and a growth mindset when faced with challenge.
* Make connections across topics and apply their knowledge in unfamiliar contexts.
* Become fluent in number and efficient in calculation.
* Articulate their reasoning clearly using mathematical vocabulary.
* Recognise the value of maths in the wider world.

Children leave Wolverham with secure number sense, strong reasoning skills and confidence in problem solving, preparing them for success at secondary school and beyond.

**Assessment of Learning**

* Ongoing assessment: Teachers continually assess through questioning, discussion and live marking.
* End of unit checks: Assess substantive knowledge and fluency in key concepts.
* Light Touches: Allow teachers to revisit content regularly and assess who needs fluid intervention.
* Problem solving tasks: Used to evaluate depth of understanding and ability to apply knowledge.

Marking and feedback are primarily live, with whole class feedback often used to share methods, address misconceptions and celebrate success. Expectations for presentation, accuracy and effort remain high in maths, as in all subjects.