



LAWFORD MEAD PRIMARY SCHOOL SUBJECT OVERVIEW

Mathematics

Intent

What we want our children to learn.

At Lawford Mead, we believe that mathematics should be fun, challenging and thought-provoking. We want our children to leave primary school with the necessary skills to become lifelong mathematicians. Instead of learning mathematical procedures by rote, we aim for children to develop a deeper understanding of mathematical concepts so they can apply their knowledge in real-world contexts.

Our mathematics curriculum aims for children to:

- Become fluent in the fundamentals of mathematics.
- Display a genuine and deeper understanding of mathematical concepts using concrete, pictorial and abstract approaches.
- Articulate and represent reasoning using the language of mathematics.
- Become skilled problem solvers, consciously applying a range of logical and systematic strategies.
- Become adept at distinguishing between when to use mental methods and formal written procedures.
- Show rapid recall of number facts rooted in a secure understanding.
- Make links and connections across mathematical domains and apply skills throughout the wider curriculum.
- Show resilience, perseverance and independent thought.

Implementation

How we deliver that learning.

Our curriculum design:

- We use the **White Rose Hub Maths** scheme of work.
See: whiteroseeducation.com/resources/maths/primary
- This curriculum combines both a 'mastery' and 'spiral' approach:

Mastery curriculum: A teaching approach that focuses on spending longer periods of time on topics to help children to develop links and a deeper conceptual understanding.

Spiral curriculum: A teaching approach that involves revisiting and reinforcing topics over time. It recognises that children may not fully master a topic the first time they encounter it, so the curriculum is designed to revisit topics in different years and contexts to help children to develop a deeper understanding gradually.

- Enrichment activities offer further opportunities to explore mathematics including Number Day, a Times Tables Challenge, and 'Maths Meetings' in Key Stage 1. Our Key Stage 2 children also have access to Times tables Rockstars to practise their times tables at home.

Our teaching and learning:

- Maths is taught explicitly for one hour a day in mixed ability groups. Additionally, Key Stage 1 teachers deliver 'Maths Meetings' to revisit key topics.
- Maths lessons begins with a 'Do Now' activity to revisit prior learning or to practise number fluency.
- Teachers use a concrete, pictorial, and abstract approach to appeal to all learners. Where appropriate, sentence stems and key questions are included alongside visual representations.
- Well-planned sequences of learning support children in developing and refining their mathematical skills over time. [See Calculation Policy Document.](#)
- Quality first teaching ensures inclusivity for every child: effective teacher modelling; assessment for learning (AfL) which includes high-quality questioning; and **adaptive teaching** (using support and guidance on the White Rose Hub website) ensures all children are supported and challenged.
- Topic-specific vocabulary is explicitly taught and explained; this vocabulary is displayed on the topic working wall to scaffold learning. Current maths working walls are used to display modelling, steps to success and vocabulary; prior learning maths working walls support the recall of past learning including number facts, key vocabulary, and steps to success.

Impact

How we know what children have learnt and how effective this has been.

Our children:

- Enjoy participating in maths lessons.
- Develop conceptual and practical skills in mathematics and can articulate this verbally, physically, pictorially, and in written form.
- Can independently apply their knowledge to a range of increasingly complex problems.
- Have the resilience and perseverance to tackle these problems and independently choose the equipment and strategies they believe are best suited for each scenario.
- Meet the end of Key Stage Attainment Targets outlined in the National Curriculum for mathematics, demonstrating a clear progression of knowledge and technical skills in this subject.

Our teachers:

- Use formative and summative assessment opportunities to review pupil progress.
- Use formative assessment on a daily basis. Teachers adapt planning accordingly to meet the needs of their class, ask questions to check children's understanding, and provide in-the-moment feedback on classwork to address misconceptions. Teachers intervene in lessons to remind, redirect, or re-teach pupils as required, and plan additional interventions when needed for targeted children.
- Use the White Rose Hub end of topic assessments for each unit of work (in Year 1 to Year 5) to determine which children need further support.
- Use NFER summative assessments at the end of each term to determine the children's maths attainment and overall progress. Children in Year 6 are assessed using past SATS papers.
- Work with the mathematics subject leader to identify children who require further support and those who require further challenge.
- Review their subject knowledge requirements regularly by attending internal training (including staff meetings and INSET days), and by using White Rose's professional development videos to deepen their subject knowledge and vocabulary.

Our Maths subject leader:

- Supports teachers in the delivery of mathematics by offering continuing professional development, guidance and support where needed.
- Works with teachers to monitor pupil progress termly; the mathematics subject leader advises teachers to ensure that children who are not meeting age-related expectations are effectively supported.
- Evaluates the effectiveness of teaching and learning (pupil voice, book looks, informal drop-ins, and team teaching) and acts on this accordingly.

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