



St George's CE Primary School

Maths Curriculum Statement

Vision and Ethos

At St George's CE Primary School, our vision—"Living life in all its fullness" (John 10:10)—underpins everything we do. Rooted in our Christian values of compassion, love, truthfulness, thankfulness, forgiveness and hope, our mathematics curriculum enables children to develop curiosity, resilience and confidence as learners who can think mathematically, solve problems and apply their knowledge to the world around them.

Intent

At St George's, we aim to ensure that all pupils develop a deep, secure understanding of mathematical concepts through a mastery approach ensuring that the key foundations of the subject underpin all that we do. Our mathematics curriculum:

- Follows the White Rose Maths small-steps progression, ensuring clear sequencing from Year 1 to Year 6.
- Prioritises fluency along with reasoning and problem-solving so all children, including those with SEND and disadvantaged pupils, can achieve success.
- Builds strong number sense and mathematical vocabulary that children can apply across the curriculum and in everyday life.
- Encourages perseverance, critical thinking and independence, enabling pupils to 'know more, remember more and do more' in mathematics.
- Reflects our belief that every child can achieve highly in maths when given rich tasks, intelligent practice and ability appropriate opportunities for reasoning and problem solving.

Implementation

We deliver an ambitious, mastery-driven mathematics curriculum through:

High-quality teaching and resources

- Daily maths lessons follow the White Rose Maths scheme, providing small-step progression and clear conceptual development.
- Teachers use CPA (concrete–pictorial–abstract) strategies to support secure understanding for all learners where appropriate.
- Flashback 4 is used at the beginning of every lesson to revisit prior learning, strengthen retention, and support long-term memory from Year 2 – Year 6.

Mastering Number – EYFS and KS1

- EYFS and Key Stage 1 implement the **Mastering Number Programme**, delivered by the NCETM, to strengthen core number sense and develop fluency in calculation.
- Daily Mastering Number sessions ensure pupils gain a secure understanding of number relationships, subitising, and rapid recall of number facts.



- The programme supports early identification of gaps and provides consistent, high-quality number teaching that complements the White Rose Maths scheme delivered throughout the whole school.

Fluency, reasoning and problem-solving embedded daily

- Lessons include opportunities for children to verbalise mathematical thinking, explain methods and explore multiple strategies.
- Teachers use targeted questioning to deepen understanding and challenge all pupils.
- Adaptive teaching ensures pupils with SEND and those who need additional support can access learning with appropriate scaffolds.

Assessment for Learning

- Ongoing formative assessment is central to mathematics teaching at St George's. Teachers continually check understanding, address misconceptions promptly and adapt teaching in real time.
- Termly **Rising Stars** standardised assessments provide summative information to track progress, identify gaps and inform intervention.
- Pupil progress meetings, book looks and subject leader monitoring ensure consistency and impact across the school.

Curriculum enrichment and EYFS foundation

- In EYFS, children develop early number concepts through purposeful, play-based provision following Development Matters, White Rose Maths and the Mastering Number Programme.
- Indoor and outdoor environments provide rich opportunities for mathematical language, exploration and problem-solving.
- Mathematical talk is a key feature of practice across all year groups.

Impact

The impact of our mathematics curriculum is seen in:

- Pupils who are confident, fluent and able to reason mathematically using appropriate vocabulary.
- Strong outcomes, with progress and attainment for all groups closely monitored and supported through formative and summative assessment.
- Evidence in books and pupil voice that children can recall prior learning, apply skills independently and make connections across concepts.
- Consistent, well-sequenced progression across the school aligned with White Rose Maths, Mastering Number and informed by ongoing assessment.
- Children who enjoy mathematics, demonstrate resilience and approach challenges with a positive growth mindset.

Through high-quality teaching, purposeful practice and an inclusive mastery approach, pupils at St George's leave us well-prepared for the next stage of their education—confident, capable and ready to live life in all its fullness.



Assessment

Assessment in mathematics at St George's is continuous, purposeful and designed to ensure that every child makes strong progress. Teachers use ongoing formative assessment in every lesson—through questioning, observation, and short retrieval tasks such as Flashback 4—to check understanding and address misconceptions immediately. Summative assessments take place termly using **Rising Stars standardised tests**, providing reliable information about attainment, progress and national benchmarking. Assessment outcomes are used to identify gaps and inform targeted interventions, including Mastering Number support, additional fluency sessions and adaptive teaching within lessons. Regular book looks, pupil voice, and monitoring by the subject leader ensure consistency, progression and high expectations across the school. This balanced approach ensures assessment supports learning, informs curriculum planning and enables all pupils, including those with SEND and disadvantaged pupils, to achieve well in mathematics.