



For surely, I know the plans I have for you, says the Lord, plans for your welfare and not for harm, to give you a future with hope. Jeremiah 29:11

Intent, Implementation, Impact Policy

Written by Penny Adams September 2025

At St Chad's we believe that mathematics is best learnt through the children having a deep, conceptual understanding of a range of mathematical ideas. We challenge the children to make rich connections across distinct mathematical domains and to use their strong factual and procedural knowledge to help solve problems. We believe it is important for children to not only be able to find the answers to problems but to also be able to explain the reasoning behind their lines of enquiry using accurate mathematical vocabulary. By celebrating learning and through engaging challenges combined with the application of a concrete, pictorial and symbolic teaching and learning approach, we inspire the children to increase their fluency in mathematics and to become increasingly sophisticated problem solvers, both in mathematics and across the curriculum.

INTENT

Every child at St Chad's has access to a curriculum designed to inspire awe and wonder and to give them a future with hope.

National Curriculum Intent

The national curriculum for mathematics intends to ensure that all pupils:

1. Become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
2. Reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language.
3. Can solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

The National Curriculum sets out year-by-year programmes of study for key stages 1 and 2. This ensures continuity and progression in the teaching of mathematics.

EYFS

The EYFS Statutory Framework (2025) sets standards for the learning, development and care of children from birth to five years old and supports an integrated approach to early learning. The aims of the EYFS Framework, in relation to mathematics, are as follows:



Truthfulness

Hope

Thankfulness

Forgiveness

Courage

Justice





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Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers.

By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built.

In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures.

It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes. (EYFS Statutory Framework, 2025)

To ensure the EYFS requirements are met, children at ST. Chad's will follow the WhiteRose EYFS scheme of learning.

At St Chad's, we understand the importance of Mathematics providing a foundation for understanding the world. We believe that Mathematics is best learnt through the children having a deep, conceptual understanding of a range of mathematical ideas. New mathematical concepts are introduced using a 'Concrete, Pictorial and Abstract' approach; enabling all children to experience hands-on learning when discovering new mathematical topics, and allows them to have clear models and images to aid their understanding. Arithmetic and basic math skills are practised daily to ensure key mathematical concepts are embedded and children can recall this information to see the links between topics in Maths. When teaching mathematics at St Chad's, we intend to provide a curriculum which caters for the needs of all individuals and sets them up with the necessary skills and knowledge for them to become successful in their future adventures. We incorporate sustained levels of challenge through varied and high quality activities with a focus on fluency, reasoning and problem solving. Pupils are required to explore maths in depth, using mathematical vocabulary to reason and explain their workings.

IMPLEMENTATION

At St Chad's our mastery approach to the Mathematics curriculum is carefully planned and implemented to ensure that all pupils should make rich connections across mathematical ideas to develop fluency, mathematical reasoning and competence in solving increasingly sophisticated problems. Children move through each year group at broadly the same pace, although additional support may be required for some learners. This often involves same-day/next-day intervention to ensure that there are no gaps in learning.

1. In school, we follow the national curriculum and use White Rose Schemes of Work as a guide to support teachers with their planning and assessment.
2. We also use a range of planning resources including those provided by the White Rose Hub, Power Maths, and Master the Curriculum.
3. The calculation policy is used within school to ensure a consistent approach to teaching the four operations over time.



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4. To support us we have a range of mathematical resources in classrooms including Numicon, Base10, cubes, shapes and counters.
5. All lessons begin with arithmetic and basic skills practise to support retrieval practice and develop long-term memory and at least once per week children are challenged to think deeper about their mathematical understanding.
6. Daily maths lessons include fluency, reasoning and problem solving.
7. Lessons are differentiated to ensure there is appropriate challenge for all learners.
8. Children who have shown their understanding at a deep level within the unit, will have opportunities to apply these skills in a Greater Depth activity.
9. For children with additional needs, who are working outside of the year group curriculum, individual learning activities are provided to ensure their progress.
10. Concrete manipulatives and pictorial representations are used to support conceptual understanding and to make links across topics.
11. A love of maths is encouraged throughout school via links with others subjects, applying an ever-growing range of skills with growing independence.
12. Children regularly have the opportunity to explore mathematical concepts through learning outdoors.
13. Children are supported to learn times tables and basic facts through taking part in Maths challenge three times a week and through Times Tables Rockstars.
14. Children are assessed on a termly basis using NTS assessments and progress is recorded using Insight.

IMPACT

As a result of our Mathematics teaching at St Chad's you will see:

- Engaged children who are all challenged.
- Confident children who can all talk about Mathematics and their learning and the links between Mathematical topics.
- Lessons that use a variety of resources to support learning.
- Different representations of mathematical concepts.
- Well planned sequences of learning support children to develop and refine their mathematics skills.
- Learning that is tracked and monitored to ensure all children make good progress.
- Children who are reasoning with increased confidence and accuracy.

Signed: Penny Adams

Date: 23.9.25

Review Cycle: Every 2 Years



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