MATHEMATICS CURRICULUM STATEMENT

At St John Vianney, our mathematics curriculum is designed to provide all pupils with a deep, secure, and connected understanding of mathematical concepts. It is structured using the White Rose Maths scheme and delivered through a mastery approach, as advocated by the National Centre for Excellence in the Teaching of Mathematics (NCETM).

At the heart of our curriculum is the belief that all children can succeed in mathematics. Through a mastery approach, learning is carefully sequenced into small, coherent steps that build over time. This ensures that all learners move forward together, fostering an inclusive classroom environment where every pupil has the opportunity to develop confidence and competence. By prioritising depth over acceleration, we ensure that learning is secure and that fundamental concepts are fully grasped before new content is introduced.

Our curriculum places a strong emphasis on the development of mathematical language and oracy. We recognise that the ability to articulate mathematical thinking is essential for deep understanding. Pupils are explicitly taught to use precise and accurate mathematical vocabulary, which is revisited and built upon progressively across year groups. Rich mathematical talk is a key feature of our classrooms, enabling pupils to explain, justify, and reason about their ideas, challenge misconceptions, and make meaningful connections between concepts. Through purposeful questioning, partner discussion, and structured talk opportunities, all pupils are supported to become confident mathematical communicators.

This focus on oracy strengthens reasoning and supports pupils in developing a deep conceptual understanding. Pupils are encouraged to explain not just *what* they are doing, but *why* it works, embedding a culture where thinking is shared, explored, and refined collaboratively.

The curriculum is underpinned by the NCETM's "Big Ideas" of mastery, particularly the development of fluency. Pupils develop fluency through efficient recall of key facts, flexibility in applying knowledge across contexts, and a secure understanding of mathematical structures. Alongside fluency, equal emphasis is placed on reasoning and problem solving, ensuring pupils can apply their learning in varied and increasingly complex situations.

Structure and Expectations for Mathematics Lessons

To ensure consistency, high expectations, and effective progression across the school, all mathematics lessons follow a clear and consistent structure:

- **Fluency is key** – Every lesson begins with *Fluent in 4*, providing regular, focused practice to develop rapid recall and confidence. This is supported through the consistent use of concrete, pictorial, and abstract representations (CPA approach), enabling pupils to embed methods for the four operations in a progressive and coherent way.
- **Small steps approach** – Teaching follows the carefully sequenced small steps from White Rose Maths. This ensures that new learning builds explicitly on prior knowledge and that concepts are introduced in manageable, connected stages to support mastery.
- **I do, We do, You do** – New learning is introduced through clear teacher modelling (*I do*), followed by guided practice (*We do*) where pupils engage with the teacher and peers, before moving to independent application (*You do*). This gradual release supports confidence and ensures all pupils are successful.
- **Back-and-forth engagement** – Lessons are highly interactive, with ongoing formative assessment woven throughout. Teachers continually check understanding through questioning and adapt teaching as well as respond to misconceptions through responsive questioning and immediate feedback.
- **Talk tasks and mathematical discussion** – The use of accurate and consistent use of mathematical vocabulary along with planned opportunities for structured talk are embedded within all lessons. Pupils are regularly encouraged to explain their thinking, justify methods, and respond to others, strengthening understanding through rich mathematical vocabulary and stem sentences.
- **Adaptive teaching** – While White Rose resources provide the core structure, lessons are adapted and enriched using materials from NCETM and other high-quality sources. This ensures teaching is responsive to pupils' needs and provides appropriate challenge and support for all learners.

Evidence in Pupils' Books

Mathematics books reflect the mastery approach and high expectations across the curriculum. Evidence includes:

- A clear progression from fluency to reasoning and problem solving within lessons.

- The use of concrete and pictorial representations alongside abstract methods where appropriate- picture collages do not need to be added but note of what resources were used to be recorded.
- High-quality presentation that reflects care and pride in learning.
- Evidence of opportunity to explore through depth rather than acceleration, showing secure understanding before moving on.
- Evidence of challenge for all learners based on stage not age.

Assessment

Effective assessment ensures that learning is responsive, targeted, and supportive of all pupils' progress, enabling them to develop confidence and fluency in mathematical skills.

At St John Vianney , assessment is an ongoing and integral part of daily mathematics teaching. Ongoing, informal assessment of daily fluency work allows teachers to quickly identify misunderstandings and address misconceptions as they arise. This immediate feedback ensures that pupils are supported in real time and prevents gaps in knowledge from widening.

In addition, weekly arithmetic tests are used to measure and monitor pupils' progress against the written methods expected for their year group. These regular checks provide valuable information about each child's development and highlight any areas of difficulty. Identified gaps are then addressed through targeted small group interventions or reinforced through daily "Fluent in 4" activities, helping pupils to secure and strengthen their arithmetic skills.

Furthermore, termly assessments from White Rose Maths are used to gain a broader understanding of pupils' attainment and progress over time. These assessments support teachers in identifying gaps in learning, which can then be addressed through focused teaching or used as an opportunity to consolidate key concepts.

Overall, this structured approach to assessment ensures that all pupils receive the support and challenge they need to succeed in mathematics, promoting both mastery and long-term retention of skills.