

FRONT STREET PRIMARY SCHOOL



What does maths look like in every classroom? Why?

What?

All children are encouraged to reason in every maths lesson and cross-curricular.

Children are fluent (both in speed and accuracy) in number facts—times tables/bonds.

Curriculum encourages depth over breadth but is progressive.

NC underpins entire curriculum. Coherent journey through using spine materials.

Manipulatives for all.

Progress and attainment are tracked and monitored.

Intervention is reactive or preventative.

How?

Curriculum prioritises core knowledge across all year groups—especially KS1.

Stem sentences reinforce language importance.

Fluency sessions encourage TT recall and number bonds.

Additional fluency is personalised

'drip-feed' approach to revisit

Staff CPD is continuous.

Why?

Mathematics is essential to everyday life, critical to many other curriculum areas and careers. An inclusive and high-quality mathematics education therefore provides a firm foundation for success. At Front Street we want our children to be fluent and to demonstrate number sense, and possess the ability to reason and problem solve with confidence. Here, our overall aim is that whilst in our school, children enjoy maths and become confident, skilled mathematicians – making links to real-life and across different contexts. Our curriculum follows the mastery principles: it is progressive, ambitious, inclusive and enjoyable. By the end of each key milestone, our pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Layered learning allows for application of skills in other contexts.

Numbots KS1/ TTRS KS2

Use of NCETM resources

Rocket awards across school.

EY number focus

Number sense—arithmetic, Number Talks

Consistent mastery approach adopts mastery principles from EY to Y6.

Curriculum content exposes all children to EOY expectations—supports and challenges.

SEND pupils access year group specific content but also appropriate interventions and catch-up.

Children are encouraged to make links and be mathematically articulate through language.

Teacher subject knowledge

Curriculum emphasises language importance.

All groups of children make progress across the curriculum.

Home-work links to curric.

Children can access resources

Termly asses. cycle