Maths Intent, Implementation and Impact
Shepherdswell Primary School

Intent:

At Shepherdswell CE Primary School, our Mathematics curriculum is ambitious, thorough and progressive. It is designed to ensure that all pupils develop a deep understanding of mathematical concepts, building on the essential knowledge and skills identified from the 2014 National Curriculum for Mathematics.

We aim for all children to:

- Become fluent in the fundamentals of mathematics, developing rapid recall and accurate calculation skills.
- Reason mathematically, using mathematical language to explain, justify and prove their thinking.
- Solve problems by applying their mathematical knowledge in a variety of contexts, including unfamiliar situations.

These skills are embedded within our Maths lessons and built upon consistently over time so that all pupils make sustained progress. We are committed to ensuring that children recognise the importance of mathematics both across the curriculum and in the wider world, and that they can apply their mathematical skills and knowledge confidently in everyday life.

We want all children to enjoy mathematics and to experience success in the subject. Once fluency skills have been secured, pupils are supported to reason and think deeply about mathematical ideas. Above all, we strive to nurture children's curiosity, resilience and love of learning, developing enthusiastic and life-long mathematicians.

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Implementation:

- The large majority of pupils progress through the curriculum content at the same pace. Differentiation is achieved by emphasising depth of understanding and providing individual support and targeted intervention where necessary. Interventions may include pre-teaching, focused support within lessons, or timely consolidation sessions.
- Teaching is underpinned by a methodical curriculum design and supported by carefully crafted lessons and high-quality resources that promote both deep conceptual and procedural understanding. Assessment for learning is used continuously to inform planning and guide future teaching.
- Practice and consolidation play a central role in our approach. Children are given regular opportunities to practise, refine and apply their skills to improve fluency and understanding.
- Teachers use precise questioning to assess conceptual and procedural knowledge, encouraging pupils to explain their reasoning. Assessment is ongoing and used to identify pupils who may need additional support so that all children can achieve success.
- Children are provided with frequent opportunities to revisit previous learning, including key arithmetic skills. Through regular recall and reinforcement, children are able to apply their prior knowledge with confidence and ease.
- Mathematical concepts are taught in carefully planned blocks to enable pupils to develop mastery over time. Each unit provides opportunities for children to deepen their understanding through rich, challenging problems and investigative tasks that are matched to individual needs. We recognise that secure understanding and fluency in yearly objectives are essential for pupils to progress to more complex and abstract concepts.

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- New learning is introduced using clear visual representations and guided examples. Through class discussion and targeted questioning, pupils build confidence and fluency before moving on to independent practice. Problem-solving activities are embedded throughout lessons to promote reasoning, discussion, and the application of mathematical skills in meaningful, real-life contexts and across other areas of learning.
- In Key Stage 1, pupils often use concrete manipulatives to support understanding. As pupils progress into Key Stage 2, these manipulatives remain available when appropriate, while increasing emphasis is placed on using diagrams, sketches, and mental strategies to represent and solve problems. Teachers support pupils in developing the confidence and independence needed to apply their mathematical knowledge flexibly and creatively.

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Impact:

We aim for all children to develop confidence in making rich connections across mathematical ideas through the development of fluency, reasoning, and problem-solving. Our goal is for pupils to enjoy mathematics, build resilience, and foster a life-long love of the subject. Through high-quality teaching, guidance, and effective feedback, we aspire for all children to achieve age-related expectations or above, ensuring they are fully prepared for the next stage of their mathematical education.

In every lesson, teachers use formative assessment — including verbal feedback, questioning, and marking — to identify pupils' understanding and inform the next steps in learning. Objectives are assessed regularly to ensure teaching is responsive and targeted.

In terms 2, 4 and 6, children in year 1 and above complete summative assessments. In addition, pupils in Year 6 complete past SATs papers throughout the year to become familiar with the format of end-of-key-stage assessments. In the EYFS, assessment is carried out through adult-led activities and careful observation.

The outcomes of both formative and summative assessments are used to determine each child's progress and attainment.

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Our expectation is that most pupils will move through the programme of study at a broadly similar pace. Progression is determined by pupils' security of understanding rather than speed. Those who grasp concepts rapidly are challenged through rich, sophisticated problems rather than acceleration into new content, while those who need more time receive additional practice to secure fluency before applying their understanding.

The teaching of mathematics is closely monitored by the Maths Subject Leader through book looks, lesson observations, and discussions with staff and pupils. This ensures consistency, high expectations, and continual improvement across the school.