



# Rushbury C of E School

## What Maths Looks Like In Our School

Maths: Steve Morris

### Curriculum Intent

#### **What it looks like in our school:**

At Rushbury CE Primary School we make maths exciting, enjoyable and stimulating. We provide high quality maths teaching, which is engaging, interactive and builds upon children's prior learning. We have invested in the White Rose Maths Scheme. Every resource has been carefully designed to ensure it addresses the three key aims of fluency, reasoning and problem solving and follows the principles of teaching for mastery. It is designed to support pupils to be able to perform simpler tasks so they can then move on to perform more complex tasks. For example, we cannot expect pupils to add two numbers together before they understand what each individual number represents. This provides pupils with a deep understanding of the subject through a concrete, pictorial and abstract approach. This ensures pupils fully understand what they are learning. We always focus great effort and resources into getting children to develop quick recall of their multiplication table facts. Being fluent in calculation and knowing multiplication tables by heart are essential. In addition, pupils knowing their associated division facts, further supports mathematical learning and understanding.

#### **EYFS outcomes**

We want all of the children in EYFS to develop a secure basis for their mathematical learning, which will stand them in good stead as they move through the school. Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically.

Outcomes:

- Mathematics introduces children to concepts, skills and thinking strategies that are essential in everyday life and support learning across the curriculum.
- 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.
- 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.

#### **KS1 outcomes**

- Become fluent in the fundamentals of mathematics.
- To become able to reason mathematically.
- To solve problems by applying their mathematics understanding and knowledge.
- By creating an exciting and stimulating environment to develop a fascination for mathematics. To provide mathematical opportunities to apply the skills and concepts taught across the whole curriculum.

#### **KS2 outcomes**

- Fluent in the fundamentals of mathematics.
- Ability to reason mathematically.
- Solve problems by applying their mathematics knowledge and understanding.
- Promote a positive attitude towards mathematics in which all children can succeed and develop a deep understanding and strong, secure learning. To develop a fascination for maths through a lively, exciting and stimulating environment.

- As well as teaching maths in our maths lessons, to provide opportunities to apply the skills and concepts taught across the whole curriculum.

**Personal Outcomes (across all phases)**

- Build upon their confidence and competence across in mathematical knowledge, concepts and skills which can be applied across the curriculum and in real life.
- To challenge and stretch themselves and be confident enough to take risks.
- To converse and use mathematical vocabulary with confidence.

**Curriculum Implementation**

**This is how it works:**

Across all classes and age groups at Rushbury, staff deliver WRM (White Rose Maths). This enables pupils to be introduced to key concepts and mathematical understanding/vocabulary. WRM also ensures that there is coverage and progression throughout each pupil's mathematical journey. Classrooms will have Maths Working Walls to support current and future learning in the subject and to celebrate pupils' achievements. Precise mathematical language will always be used when teaching rather than informal language. Displaying this appropriate vocabulary for all pupils to access will further reinforce understanding and mathematical development in the classroom. Work appearing on working walls would not be mounted as it would change frequently to aid mathematical understanding.

The White Rose Maths Overview will be utilised for planning. This is organised into units which have been sequenced to ensure that consolidation and opportunities for progression exist. Each unit is broken down into smaller steps which develop understanding through a combination of concrete, pictorial and abstract approaches.

In addition, many early morning activities consolidate and build on mathematical understanding in Foundation/KS1, focused on rhymes, colouring activities to reinforce number bonds as well as refresher activities linked to the previous day's learning. In KS2 pupils utilise TT Rockstars, Maths Hammer and 'Daily 10' activities to supplement and support mathematical development. Opportunities are also taken to utilise the outdoor environment for mathematical understanding.

**A typical lesson would likely include:**

- Whole class or year group interactive teaching, with teacher modelling
- The majority of learners moving through activities at a similar pace
- Differentiated challenges for individuals/groups of children
- Opportunities for collaboration
- Misconceptions quickly identified and addressed by staff
- Extension activities available for pupils.

**Curriculum Impact**

**This is what you might typically see of our learners:**

Young Rushbury mathematicians who are passionate about Maths, understand its importance and are able to identify where we need to utilise maths skills in every-day life.

Children know that maths is a vital life skill that they will rely on in many areas of their daily life. They have a positive view of maths due to learning in an environment where maths is promoted as being an exciting and enjoyable subject in which they can investigate and ask questions; they know that it is reasonable to make mistakes because this can strengthen their learning through the journey to finding an answer. Children are confident to 'have a go' and choose the equipment they need to help them to learn along with the strategies they think are best suited to each problem. Pupils at Rushbury have a good understanding of their strengths and targets for development in maths and what they need to do to improve. Our maths books evidence work of a high standard of which children clearly take pride; the components of the teaching sequences

demonstrate good coverage of fluency, reasoning and problem solving. Our feedback and interventions support children to strive to be the best mathematicians they can be, ensuring a high proportion of children are on track or above. At the end point of their primary mathematical journey, every pupil is secondary-school ready to continue to learn as they move into KS3.

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