



Mathematics: Intent, Implementation and Impact

"May the God of hope fill you with joy and peace as you trust in him, so that you may overflow with hope by the power of the Holy Spirit." Romans 15:13

Intent

At Christ Church CE Primary School, we believe that every child is loved, valued and capable of success in mathematics. In line with our vision, we strive to create a learning environment where everyone feels safe, belongs and is empowered to achieve their full potential.

We aim to nurture kind, confident and caring learners who approach mathematics with curiosity, resilience and hope. Through a carefully sequenced curriculum, children develop the knowledge, skills and understanding needed to become fluent mathematicians who can reason, problem solve and apply their learning in meaningful contexts.

We intend for all children to:

- Develop fluency in number and calculation.
- Build a deep and secure understanding of mathematical concepts.
- Reason mathematically using precise vocabulary.
- Solve a range of problems with increasing confidence and independence.
- Make connections across different areas of mathematics.
- Explain and justify their thinking clearly.
- Develop resilience when faced with challenge.
- Recognise the value of mathematics within everyday life and future learning.

By fostering a love of learning and encouraging children to learn together, we aim for every child to leave Christ Church with a positive attitude towards mathematics and the confidence to succeed in the next stage of their education.



Implementation

At Christ Church, mathematics is taught daily using White Rose Maths Version 2 as the foundation for curriculum planning and progression. Learning is carefully sequenced through small, connected steps to ensure children develop secure understanding before moving on to new concepts.

The Super Seven Learning Journey

Every mathematics lesson follows our consistent Super Seven structure:

1. Revisit and Review
2. Learning Objective
3. Vocabulary and Toolkit
4. Modelled
5. Guided
6. Independent
7. Challenge

This consistent approach supports all pupils in becoming increasingly independent and confident learners whilst ensuring high expectations across the school.

Revisit and Review

Each lesson begins with retrieval practice through carefully selected foundation questions. These revisit prior learning from previous lessons, units and year groups, helping children to strengthen long-term memory, recall key knowledge and develop connections across mathematical concepts.

Fluency and Arithmetic

Developing fluency is a key priority throughout the school. Pupils participate in daily arithmetic sessions designed to improve confidence, accuracy and automaticity in calculation.

Across the week, arithmetic teaching includes:

- Explicit modelling of strategies.
- Guided and independent practice.
- Timed fluency activities.
- Retrieval of previously taught concepts.



- Live marking and immediate intervention.

In Key Stage Two, children complete weekly arithmetic assessments which help identify misconceptions and inform future teaching.

Teaching for Mastery

We believe children learn mathematics most effectively when they develop a deep understanding of concepts rather than relying solely on procedures.

Teachers provide opportunities for pupils to:

- Use concrete, pictorial and abstract representations.
- Discuss and explain their thinking.
- Reason and justify answers.
- Identify patterns and relationships.
- Apply learning in a variety of contexts.
- Solve increasingly complex problems.

Mathematical Vocabulary

Vocabulary is explicitly taught throughout every lesson. Children are encouraged to use precise mathematical language when discussing, explaining and justifying their ideas, enabling them to communicate their thinking confidently.

Adaptive Teaching

High-quality adaptive teaching ensures all children can access learning and achieve success.

Teachers adapt learning through:

- The use of manipulatives and visual representations.
- Additional guided support.
- Scaffolded learning opportunities.
- Same-day intervention.
- Carefully planned challenge tasks.

Children who grasp concepts quickly deepen their understanding through reasoning and problem-solving rather than acceleration onto new content.



Numberstacks Intervention

Numberstacks is used as a targeted intervention to support pupils who require additional help in developing number sense, place value understanding and mathematical confidence. The programme works alongside classroom teaching to secure key mathematical foundations and reduce learning gaps.

Assessment

Assessment is an integral part of our mathematics curriculum and is used to inform teaching and support progress.

Teachers use:

- Daily formative assessment.
- Retrieval activities.
- White Rose end-of-unit assessments.
- Weekly arithmetic assessments.
- Pupil discussions.
- Book scrutiny.
- Termly summative assessments.

Assessment information enables teachers to identify misconceptions quickly, celebrate success and plan effective next steps for learning.

Impact

The impact of our mathematics curriculum is demonstrated through pupils who are confident, enthusiastic and successful mathematicians.

Children at Christ Church:

- Enjoy mathematics and approach learning positively.
- Demonstrate increasing fluency in calculation and number facts.
- Use mathematical vocabulary accurately and confidently.
- Explain, justify and reason about their thinking.
- Apply their knowledge to solve a variety of problems.
- Make meaningful connections across mathematical concepts.



- Show resilience when faced with challenge.
- Make strong progress from their individual starting points.

Through our consistent approach, daily arithmetic practice, retrieval opportunities, mastery teaching and targeted interventions, children develop secure mathematical foundations and a belief in their own ability to succeed.

In line with our vision, we strive for children to leave Christ Church as kind, confident and caring learners who have experienced joy in learning, peace in knowing they belong and hope for the future. Equipped with strong mathematical knowledge and skills, they are ready for the next stage of their education and life beyond primary school.