



## SUBJECT ON A PAGE – MATHS



### Purpose of Maths

At Belmont Community Primary School, our intention is for children to foster a genuine love of mathematical learning that continues into adulthood. Mathematics helps children make sense of the world through building their ability to calculate, reason and solve problems. It is essential to everyday life and underpins science, technology, engineering, financial literacy and many forms of employment.

A high-quality mathematics education provides children with a strong foundation for understanding the world, the ability to reason mathematically and a sense of enjoyment and curiosity about the subject. We aim to develop fluent mathematicians who can clearly articulate their ideas, explain their processes and reason using accurate mathematical vocabulary.

At Belmont, we believe that mathematical ability is not fixed: every child can learn and make progress. Problem-solving is used to motivate learners, build connections and deepen understanding, and we are proud to be an NRICH Problem-Solving School. Children learn in a safe environment where mistakes are seen as part of the learning journey. Through partner talk, shared work and class discussion, we place oracy at the heart of mathematics. Once children can articulate their thinking, they can make stronger mathematical connections.

### Curriculum Overview

From Reception to Year 6, we follow White Rose Maths, which is designed with a mastery approach and offers carefully sequenced learning that builds on prior knowledge and develops secure conceptual understanding. Teachers use White Rose workbooks and online materials, adapting sessions to meet the needs of all learners.

Daily opportunities for fluency and retrieval ensure children secure key number facts. In EYFS, Key Stage 1 and Key Stage 2, Mastering Number (NCETM) supports children to develop strong foundational number sense.

Long-term overviews, progression documents and the NCETM Ready to Progress criteria underpin teacher planning, ensuring national curriculum content is taught securely. Teachers use these to plan small steps and ensure curriculum coherence.

### Teaching and Learning

At the start of each unit, children complete a Pre-Learning Assessment (White Rose Assessment A) so teachers can assess prior understanding and plan effectively. At the end of the unit, Assessment B is completed to demonstrate progress and identify any need for further consolidation.

#### Lesson Structure

A typical Belmont maths lesson includes:

- Responding to previous feedback
- Recap and recall activities such as Flashback Four, NCETM Mastering Number or bespoke teacher-designed tasks
- Introduction or reinforcement of key mathematical vocabulary
- Teacher input supported by whiteboard work, partner discussion and practical activities
- Independent tasks based on White Rose materials, tailored to class needs
- Opportunities for deeper challenge

Children needing further support receive help from the teacher or TA during the lesson. When necessary, same-day or soon-after interventions (“catch the bus”) consolidate learning.

Ongoing informal assessment is embedded throughout lessons. Teachers observe whiteboard responses, listen to partner talk and monitor confidence to adjust support or challenge. Test data is used proactively to address gaps. Flexible small-group teaching, including Pixl groups, provides targeted support or pre-teaching, with group membership changing based on pupil need.

### Outcomes for Pupils

Maths provision at Belmont is regularly reviewed through book scrutiny, learning walks, observations, maths surgeries and pupil voice. Children will be confident in the Ready to Progress criteria and able to articulate their mathematical understanding using Tier 3 vocabulary.

We expect children to:

- explain their processes and reason mathematically
- be fluent in number facts (fluency to 10 in KS1 and application across KS2)
- recognise the interconnected nature of mathematical concepts
- see themselves as capable, confident mathematicians

As a result, outcomes and pupil confidence will continue to improve.