

# Maths at Cusgarne School



## Maths Curriculum Intent

We aim to ensure that all pupils develop a secure understanding of mathematical concepts and the confidence to apply their knowledge in a range of contexts, both within school and in everyday life. Our curriculum is coherently planned and carefully sequenced so that new learning builds on prior knowledge and is deepened over time.

We are committed to developing pupils' fluency in core mathematical skills, alongside their ability to reason mathematically and solve problems. Through high-quality teaching, pupils are supported to make connections, think mathematically and communicate their understanding using precise mathematical language.

We aim to:

- **Develop fluency** so that all pupils can recall key number facts and apply arithmetic procedures accurately and efficiently, enabling them to access the full mathematics curriculum.
- **Promote reasoning** by encouraging pupils to explain, justify and prove their thinking, using appropriate mathematical vocabulary.
- **Foster problem solving** by providing regular opportunities for pupils to apply their knowledge in a range of contexts, including unfamiliar and real-life situations.
- **Ensure progression and inclusion**, so that all pupils are supported and appropriately challenged to achieve their full potential in mathematics.

## Maths Curriculum Implementation

At Cusgarne School, we deliver a mathematics curriculum that is coherent, progressive and consistently embedded across the school. Teaching is structured to ensure that all pupils build secure understanding over time, with learning carefully sequenced and revisited to support long-term retention.

In the Early Years, mathematics is an integral part of daily provision. Children develop early number sense through a balance of adult-guided sessions and purposeful continuous provision. Mathematical concepts are embedded through routines and real-life contexts, including registration activities, use of visual representations such as five-frames and part-part-whole models, and opportunities for talk, exploration and play.

From EYFS to Year 6, our planning is informed by the White Rose Scheme of Learning, ensuring coverage of the National Curriculum through small, carefully structured steps. This approach supports pupils in developing a deep and secure understanding of key concepts before moving on.

Across the school, teaching emphasises:

- Clear modelling of new learning

- Use of concrete, pictorial and abstract representations (e.g. Numicon, base ten, counters)
- Opportunities for pupils to explain, justify and apply their understanding
- Carefully planned questioning to deepen thinking

Fluency is prioritised through regular opportunities for rehearsal and retrieval, including daily arithmetic sessions and use of Number Sense strategies to strengthen core skills.

Assessment is used regularly to inform teaching. Teachers use ongoing assessment within lessons to adapt teaching and provide immediate support or challenge. In EYFS, assessment is based on observations and discussions. In Key Stages 1 and 2, pupils are assessed at key points within units to identify gaps and inform next steps, as well as frequently on times tables, number facts and arithmetic.

Staff are supported to continually develop their practice through collaboration, coaching and professional development. We work closely with Aspire and the Maths Hub to ensure teaching remains aligned with current best practice, with staff benefiting from training, coaching and opportunities to observe effective teaching.

#### Mathematics Curriculum Impact

Maths teaching and learning at Cusgarne School allows pupils develop secure, transferable mathematical knowledge and skills that support their future learning and everyday life. As a result:

- **Pupils demonstrate fluency** in the fundamentals of mathematics, including secure recall of key facts and efficient use of arithmetic procedures.
- **Pupils reason mathematically**, confidently explaining, justifying and applying their understanding of concepts using appropriate mathematical language.
- **Pupils are competent problem solvers**, able to apply their mathematics to a range of contexts, including unfamiliar and real-life situations.
- **Pupils develop positive attitudes towards mathematics**, showing confidence, resilience and a growing enjoyment of the subject.