

Subject Story: Maths

In our Maths curriculum you will see our value of **Friendship**

- Staff encourage children to:
- support each other through paired/group work.
 - encourage each other to 'have a go' and celebrate others' achievements.
 - share resources.
 - help others who may be struggling with concepts.

In our Maths curriculum you will see our value of **Responsibility**.

- Staff guide children to:
- take responsibility for Maths equipment.
 - give out books, worksheets, etc. and collect in at the end of lessons.
 - self-assess at the end of their lessons, taking responsibility for their learning.

In our Maths curriculum you will see our value of **Honesty**.

- Staff show children how to:
- complete their own work without copying from peers.
 - be honest about their mistakes and see them as learning points.
 - mark their own work honestly and give truthful feedback about their attainment or struggles.

In our Maths curriculum you will see our value of **Love**.

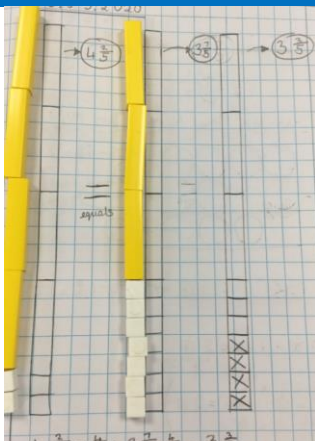
- Staff help children to:
- foster a love of the subject through positive attitudes.
 - show love to peers through support and encouragement.
 - see how much the teachers themselves love Maths.

In our Maths curriculum you will see our value of **Courage**.

- Staff motivate children to:
- show a resilient, can-do attitude when learning new concepts.
 - be brave enough to take risks in their work and be willing to make mistakes.
 - participate in whole class/group discussion, sharing their ideas/answers.
 - persevere with their learning in order to learn necessary facts.

In our Maths curriculum you will see our value of **Respect**.

- Staff demonstrate to children how to:
- show respect for the Maths equipment by handling it sensibly.
 - listen to and respect other children's answers and suggestions
 - listen to the teacher during whole class work and follow the classroom rules regarding answering questions during discussions.



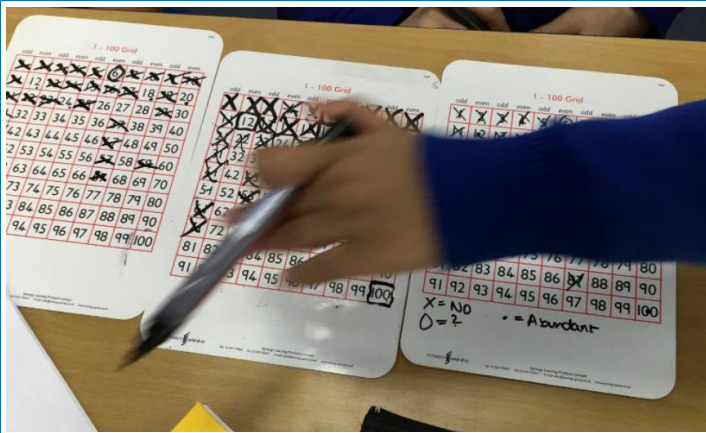
Children at St. Martin's say this about Maths:

'It's so much fun learning new things in Maths....I love it!' (Year 2)

'Sometimes it's a bit hard but then the teacher explains it and it's a bit easier.' (Year 4)

'I'm very good at Maths and I like the challenges.' (Year 6)

'We use different objects to make hundreds, tens and ones easier.' (Year 3)



Our agreed consistencies for Maths are:

- All year groups follow a mastery mathematics approach, based on White Rose, extra material selected as appropriate (e.g. NCETM/nrich).
- Concepts developed through small steps, using a concrete-pictorial-abstract approach.
- NCETM Mastering Number sessions 3-4/weekly to develop understanding of number
- Fluency in number skills & times tables supported through use of NumBots (EYFS and KS1) and Times Tables Rock Stars (KS2)

In our Maths curriculum you will see our school vision because our children **work with resilience – strive**. In Maths we focus on encouraging mathematical engagement and persistence through teaching progressive, small steps in well-planned units. Children are taught to use a range of methods which provides them with a 'tool kit' to trial and use whilst exploring new concepts and challenges. In Maths, children are provided with the opportunity to share their knowledge and skills through discussions and collaborative work. This enables children to discover new approaches whilst also sharing their own successes.

If you were to walk into a Maths lesson at St. Martin's you would see:

- Engaged children, with access to concrete resources
- Lively and engaging lessons, involving lots of discussion and I do / we do / you do approach
- Discussion and collaboration as a whole class and with partners
- Children making connections with prior knowledge
- Children using mathematical vocabulary to explain their learning
- Children challenged through problem solving and reasoning
- All staff supporting and challenging learners
- Resilient children, happy to have a go
- Environment where mistakes are OK
- Teachers confident in teaching
- Majority of children working on the same objectives at the same time

In our Maths curriculum you will see our school vision because our children **dream big - aspire**. In lessons, children's effort is praised over their ability, motivating children to try their best. We develop a growth mind-set, encouraging children to be open to new strategies, to reflect on what they have learnt and to use their findings to develop their knowledge. The small steps curriculum enables children to build on what they know and move forward with confidence and courage, to aspire to be successful Mathematicians, taking from lessons the ability to solve problems in everyday life.

In our Maths curriculum you will see children learning through **exciting, engaging learning experiences which develop their 'cultural capital'**.

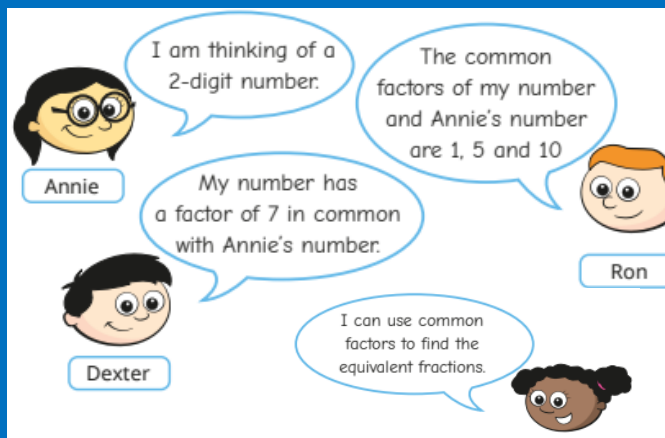
Through building rich and relevant mathematical vocabulary skills, so that they are able to communicate and reason, using precise mathematical vocabulary. Through opportunities to link maths to real world problem solving skills.



In our Maths curriculum you will see our school vision because our children **flourish - succeed**. Within Maths, children achieve well. Children demonstrate success in this subject area through the work they produce as well as through their ability to tackle and solve problems. The resilience and perseverance children learn through the Maths curriculum allows them to strive for the best and ultimately find success. Within Maths, children develop skills of decision-making, risk taking and co-operative work, which in turn leads to success in life.

In our Maths curriculum you will see that we value **inclusion and diversity**.

In the White Rose materials, images are used of a wide range of children, with those from different ethnic backgrounds, different genders, and those with disabilities represented.



In our Maths curriculum you will see how we develop our children's language, **including subject specific and technical vocabulary**.

Specific vocabulary linked to the learning content is detailed within the Maths planning and teaching guidance. This is discussed with children during every unit, and key vocabulary is displayed in classrooms. The key vocabulary is progressive, in line with the increasing expectations and learning experiences set out for the children at St. Martin's.

British Values and Spiritual, Moral, Social and Cultural Learning (SMSC) in Maths:

- British values: Children are encouraged to take into account others' views whilst working collaboratively in 'Think Together' problem solving activities. Through collaboration, children can solve problems, offer solutions, help others, take turns and review each other's ideas respectfully.
- Social and Moral: Children are provided with opportunities to work with a partner or small group to complete learning activities or peer assessments. This approach requires children to be selfless and explain Mathematical concepts in detail to others, putting their own determinations to one side.
- Spiritual: A discovery element is implemented in lessons, where children develop the knowledge, skills and attitudes they need to foster their own understanding of their areas for development.
- Cultural: During Maths, children are encouraged to use cultural skills such as sharing, listening, understanding and taking peer advice during learning activities and while sharing answers.

Children achieve well in this subject. Highlights of **outcomes** in Maths for last academic year are:

- In 6 year groups, over $\frac{3}{4}$ of children met or exceeded end of year expectations
- Year 6 children achieved significantly above national levels. Y6 EXS+ 88%, GDS 52% vs 74% and 30% nationally.

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
% EXS+	91	90	88	73	77	82	88
% GDS	17	17	38	24	34	52	52

Opportunities for **spirituality** and **children being agents for change**:

- Exploring patterns in nature e.g. symmetry in flowers, shells, leaves and snowflakes.
- Investigating large numbers / concepts like infinity.
- Discovering mathematical patterns like Fibonacci sequences or tessellations.
- Using data to identifying issues within school, applying measurement, budgeting or statistics to propose solutions, evaluating the impact of changes (e.g. plastic waste, food waste, energy use, green travel).

Successes in 2025-2026

- UKS2, tables speeds remain strong – all Y5/Y6 classes ended year faster than target speed.
- MTC, 75% achieved 20+/25 in Y4, 47% 25/25 (vs 44% nationally). Average score 22.3/25 vs 21.6 nationally.
- Whiteboard working walls installed, widely used, vocab displays developed across school.
- Greater consistency in assessment across school.

Priorities for 2026-2027

- Relaunch Mastering Number in EYFS/KS1 with new materials.
- Introduction of Mastering Number in UKS2.
- Introduction of carousel activities system in KS2 to better meet needs of WBL groups.
- Teacher assessment of foundational knowledge and ready to progress criteria.
- Focus on mathematical thinking and mathematical vocabulary – oracy.