Subject Leader Planning Statement - Maths

As a Rights Respecting School, we are aware that under the United Nation Convention on the Rights of the Child:

Article 28: *Every child has the right to an education.*

Article 29: *Education must develop very child's personality, talents and abilities to the full.*

"Mathematics is not about numbers, equations, computations, or algorithms: it is about understanding." – **William Paul Thurston**

Curriculum Intent

The intent of our mathematics curriculum is to provide children with a foundation for a deep understanding of number, reasoning, thinking logically and problem solving with resilience so that they are fully prepared for the future-this is teaching for Mastery. It is essential that these keystones of Mathematics are embedded, with more time spent on the key concepts which are revisited and built upon each year and across the key stages. By adopting a Mastery approach, it is intended that all children, regardless of their starting point, will maximise their academic achievement and leave Rickmansworth Park JMI School with an appreciation and enthusiasm for Maths.

To support the children to achieve well and make good progress, we recognise the need for regular fluency practice so that they are able to access the reasoning and problem-solving work. We also place real emphasis on the use of a wide variety of concrete and pictorial representations in all year groups. We ensure that we deliver a high quality maths curriculum that is enjoyable, structured, supportive and challenging. We want children to make rich connections across mathematical ideas to develop fluency, mathematical reasoning and competence in solving increasingly sophisticated problems.

We intend for our pupils to be able to apply their mathematical knowledge to science and other subjects. We want them to know that maths is essential to everyday life and that our children are confident mathematicians who are not afraid to take risks, fully developing independent learners with inquisitive minds who have secure mathematical foundations and an interest in self-improvement.

Implementation

For maths, our long term planning follows the National Curriculum 2014. Medium and short term planning is supported by the use of the White Rose Maths Hub materials as well as other sites such as Planpanion to provide different representations and a wide variety of questions which mean that the children develop a good understanding. Teachers are also able to access NRich,

NCETM and other websites for supplemental questions. EYFS are also following the White Rose Maths Small Steps and personalising the series for their class and ensuring that as well as discrete maths lessons, children learn mathematically through their carefully structured continuous provision.

Although the curriculum sequence follows the WRM Small Steps, teachers are able to personalise the lesson order to their class's needs- spending the correct amount of time to ensure a good understanding. By using a variety of planning resources, we believe that we provide a bespoke teaching and learning experience that is designed to interest, inform and inspire our children. Using prior knowledge as a starting point for all future planning and teaching, we plan lessons to ensure that all pupils to make good progress.

Lessons are engaging and follow a cycle of planning to ensure that we can evidence progress over short and long periods of time. Maths lessons are designed with a concrete, pictorial and abstract (CPA) approach, providing our pupils with the scaffolding required to access the learning at all levels. We place a large emphasis on pupil engagement and design lessons that involve all pupils using questioning and modelling throughout. Lessons contain a mix of fluency, reasoning and problem-solving questions that are carefully chosen by the teachers to ensure variation in representations and procedures. Children access 'Digging Deeper' questions if they demonstrate a good understanding and this work will deepen and challenge learners further within the curriculum area. Classes from Y1 to Y6 have 'Fast Fluency' sessions at the start of the day which are bespoke to each class. The children complete arithmetic questions focusing on aspects of their arithmetic to ensure they can do the simple fluency which will enable them to succeed when working on more complex concepts.

To implement our intent, we ensure that our children are invested in their learning and are making a positive contribution to their lessons. Teachers have high expectations. Children who need extra reinforcement work 1:1 with a skilled member of staff to revisit and consolidate learning. Every effort is made to ensure every child keeps up with their peers. Stem sentences are used so that children have a writing frame to help them when writing explanations. All classes have working walls where mathematical vocabulary is displayed in addition to resources to support learning in lessons. In many lessons, the children do 'live marking' during the lesson so that misconceptions are quickly identified and can be addressed in the lesson. This is clear in their books as purple pens are used to mark and to complete any corrections.

The school has been part of the local Matrix Maths Hub for over 5 years and this has meant that up to date teaching methods are used and new ideas can be introduced where they are deemed to be effective. All staff also have the opportunity to attend relevant training over the year and the Subject Leader can work closely with other local schools who are Hub members.

Impact

At Rickmansworth Park School, we want every child to develop a range of efficient and accurate skills which they can apply independently to a range of different problems, thereby becoming confident and resilient problem-solvers. They demonstrate that they have mastered a skill or concept by representing it in different ways and by using mathematical terms to explain their ideas, recognisng, because they understand rather than simply 'doing' when answers do not

make mathematical sense. They use modelled stem sentences and vocabulary so that they have the language to be able to justify, reason and explain their answers. They demonstrate a rapid recall of fluency facts and procedures-including their multiplication tables. They also have the flexibility and fluidity to move between different contexts and representations of mathematics. They have the ability to recognise relationships and make connections in mathematics and children show confidence in believing that they will achieve. All children show a high level of pride in their presentation and record their work showing an awareness of logic and patterns.

September 2026