



Maths Curriculum *Statement*

Intent

At St William of York, we aspire to create a community of confident, curious and resilient mathematicians who see maths as a powerful tool for understanding and shaping the world. Our vision is for every child to develop a deep, connected understanding of mathematics, by ensuring they have the tools to calculate fluently, reason logically, problem solve and think in abstract ways. We promote articulate discussion using precise vocabulary, foster mistake-friendly classrooms and instil the belief that maths is for everyone. Through an engaging, inspiring curriculum taught by enthusiastic and passionate teachers, children become resilient, curious learners with the skills to be life-long mathematicians.

Implementation

Our maths curriculum is built on a mastery approach that ensures all children make excellent progress by taking small, connected steps and exploring concepts deeply through reasoning and discussion. The curriculum is carefully sequenced to strengthen understanding over time, supported by high-quality resources, structured fluency programmes such as *Mastering Number* and targeted interventions. Teachers use specific mathematical representations to help our students "see" the structure of concepts, supporting deep understanding.

All year groups use White Rose Maths as a tool for planning, delivery and assessment. We follow the *White Rose* Scheme of learning to ensure children have a full understanding of mathematical concepts, methods, and relationships between the different areas of Maths. We understand the importance of children knowing more than isolated number facts and methods. The *White Rose* Maths scheme of learning follows the **National Curriculum** with a mastery approach to maths with a range of **fluency, reasoning** and **problem-solving** elements. They also encourage concrete, pictorial and abstract representations to develop deep understanding of mathematical concepts.

The children at St William of York are encouraged to express their mathematical reasoning. We understand that mathematical language is crucial to children's thinking and understanding. Key vocabulary and stem sentences are displayed on learning walls to promote reasoning during lessons and to support children to justify their thinking.

Staff development is a key priority, with our Maths Leader engaging in regular CPD through the London South East+ Maths Hub, coordinated by the National Centre for Excellence in the Teaching of Mathematics, to continually enhance teaching and learning in mathematics across St William of York.

Inclusion

We are committed to ensuring that all pupils can access, engage with and succeed in mathematics. Through the *White Rose* mastery approach, learning is carefully sequenced into small, coherent steps.

Adaptive teaching in Maths lessons includes:

- The consistent use of concrete, pictorial and abstract (CPA) models to support understanding. For example, dienes, place value counters, bead strings, tens frame or place value charts are used to introduce new concepts and to secure understanding before moving to abstract methods.
- Scaffolding through stem sentences, worked examples and guided practice.
- Teachers at St William of York use targeted questioning and mathematical talk to check understanding, address misconceptions and deepen reasoning. Probing questions such as “*How do you know?*”, “*What is the same and what is different?*” and “*Can you prove it?*” are used within whole class teaching and independent work.
- Practice is adapted within lessons to suit individual learners. Some pupils complete fewer questions with greater focus on accuracy and understanding, while others explore reasoning and problem solving to deepen their learning.
- Misconceptions are identified through marking and observation. Pre-teaching and targeted support are used to address gaps in learning and prepare pupils for future learning.
- To support SEND and EAL learners, adaptations are made to reduce cognitive load, support language development and build confidence.
- Pupils who grasp concepts quickly are supported to deepen their understanding, using variation and reasoning rather than acceleration through the curriculum. Our Maths Mastery stickers are used to challenge children to use reasoning, justification and multiple representations to answer questions.

Our inclusive maths curriculum ensures all pupils succeed as mathematicians. Through our carefully sequenced mastery lessons, use of concrete resources and targeted support, barriers to learning are reduced and high expectations are maintained for all pupils.

Impact

Our pupils develop a deep understanding of mathematics, building confidence, resilience and fluency. They are curious, enjoy challenge and speak confidently about their learning.

Our pupils acknowledge that the journey to finding an answer is the most important factor. The children are keen to attempt a range of problems and choose the equipment they need to help them to learn, along with the strategies they think are best suited to each scenario. Our children are developing skills in being articulate and are able to reason verbally, pictorially and in written form.

Pupils leave St William of York as enthusiastic mathematicians who thrive on problem-solving, have confidence in their abilities and see maths as both meaningful and inspiring. These are essential skills required for the next stage of their learning and everyday life.