



Maths Curriculum Statement

At Moorsway, we strongly believe that all children can learn and flourish in maths. We follow the mastery approach to allow for all children, including those with SEND, to access the learning in the classroom. Children are supported to develop a clear understanding of the mathematical concept being investigated.

Our aim is to provide children with a deep understanding of the concepts to build their confidence, enabling them to approach a range of mathematical problems in the wider world. We encourage children to persevere when they encounter challenges and to reflect on their mathematical decisions to transform them into the best mathematician that they can be.

Intent

At the Moorsway Federation, we believe that every child has the potential to succeed and flourish in mathematics. Our core intent is to instil a deep understanding of mathematical concepts in all pupils, regardless of their starting points or individual needs. We adopt a mastery approach to ensure all learners - including those with Special Educational Needs and Disabilities (SEND) - can access and engage with high-quality mathematics learning in an inclusive environment.

We aim to:

- Nurture confident, resilient mathematicians who are equipped to apply their knowledge in a wide range of real-life contexts.
- Develop perseverance and reflective thinking, enabling pupils to approach challenges with curiosity and determination.
- Foster a lifelong love of mathematics.

Implementation

Mathematics at the Moorsway Federation is delivered through a structured, progressive, and inclusive approach from the Early Years Foundation Stage (EYFS) through to Key Stage 2 (KS2).

Curriculum Structure:

- We follow the White Rose Maths (WRM) curriculum across all schools in Key Stage 1 and Key Stage 2, ensuring consistency and continuity in teaching and learning.
- EYFS follow the Mastering Number programme to establish strong number sense early on, while using the NCETM framework to cover shape, space, and measures through continuous provision.
- Lessons are further enriched with resources from NCETM, NRich, and Mastering Number, supporting a varied and engaging delivery.

Tailored Planning:

- Planning is adapted continually based on Assessment for Learning (AfL) to meet the needs of each cohort and individual learner.
- Summative assessments at the end of units and terms provide valuable insights to inform future teaching and ensure pupils are on track.

School-Specific Adaptations:

The Moorsway Federation continually reflects and evolves its structure for mathematics to adapt to the ever-changing unique needs of each class within each of its schools.

- At **Cornwood C of E Primary School**, the children are taught maths in the following classes: Year 1, following the WRM Y1 Overview; Year 2, following the WRM Y2 Overview; Year 3 and 4, following the WRM Y3/4 Overview; and Year 5 and 6, following the WRM Y5/6 Overview. Children in EYFS learn maths using the NCETM Mastering Number resources.
- At **The Erme Primary School**, the children are taught maths in the following classes: Year 1, following the WRM Y1 Overview; Year 2 and 3, following the WRM Y2/3 Overview; Year 4 and 5, following the WRM Y4/5 Overview; and Year 6, following the WRM Y6 Overview. Children in EYFS learn maths using the NCETM Mastering Number resources.

Teaching for Mastery:

Our teaching aligns with the three core aims of the National Curriculum:

- **Fluency** – Building solid foundations in number facts and methods.
- **Reasoning** – Encouraging pupils to explain, justify, and make sense of mathematical ideas.
- **Problem Solving** – Enabling children to apply their understanding to diverse problems in unfamiliar contexts.

Impact

Our cohesive and inclusive approach to mathematics leads to clear, measurable improvements in both pupil achievement and attitudes across the Federation.

- Pupils demonstrate a deepening understanding of key mathematical concepts and can apply their knowledge confidently and independently.
- Learners across all year groups, including those in mixed-age classes, are well-supported and challenged appropriately, allowing them to make consistent progress.
- The use of formative and summative assessments ensures that learning is targeted, gaps are addressed promptly, and pupils remain on a positive learning journey.
- Children are developing a more positive mathematical mindset, approaching challenges with increasing resilience and enjoyment.

Our high-quality, inclusive teaching and tailored planning foster a growth mindset, preparing pupils for future learning and a lifelong connection with mathematics.