

Feedback and Assessment:

In maths lessons we use a variety of assessment and feedback techniques to support every child's learning and progress. At the start of every topic, pupils complete a check-in quiz allowing teachers to ascertain any gaps in prerequisite knowledge that need to be covered in addition to the new learning. During lessons, teachers ask questions and check pupils' work to quickly identify who might need extra help or challenge. This is regularly done using mini whiteboards, where all pupils give an answer to a question, allowing the teacher to give instant feedback and correct any misconceptions. Feedback is given to pupils both verbally and through live marking of written work in books as teachers circulate the classroom. After completing a topic, pupils complete a short quiz. After each quiz, teachers model the correct answers, and pupils complete targeted improvement questions in areas where they struggled, or relevant extension work for those who have mastered the topic. A colour coded system in pupils' books provides a clear visual representation of progress in the end of topic quizzes. At various points throughout the year, a more formal assessment is taken and pupils and parents receive an individualised feedback sheet with information about strengths and areas for development. All of this helps us tailor our teaching, build confidence, and ensure every child makes good progress in maths.

Communicate Learning Intentions

In maths lessons, the learning intention is shared with the class and key vocabulary is explicitly taught. Understanding mathematical language is fundamental to enable pupils to solve challenging problems. New terms are explained clearly, used regularly in lessons, and often displayed in classrooms to support learning. By becoming confident with mathematical vocabulary, children can better follow instructions, explain their thinking, and tackle reasoning and problem solving with greater understanding.

Modelling New Material

When children are introduced to new maths concepts, teachers use explicit instruction to show them exactly how to approach a problem. Teachers work through examples step by step, thinking aloud to show each process clearly. This approach helps children understand not just the *what* but also the *why* behind each step. After watching the teacher, children may try similar examples together as a class before practising on their own. This gradual approach builds confidence and ensures that children understand how to tackle new types of problems independently. Teachers follow the mastery approach of concrete, pictorial abstract and use mathematical representations such as bar models and manipulatives such as counters, shapes and algebra tiles to help pupils to understand new concepts and ideas.

Independent Practice

After new learning has been introduced and modelled by the teacher, pupils are given time for independent practice. This means they work on maths tasks by themselves to apply what they've just learned. It gives them a chance to build confidence, develop accuracy, and deepen their understanding. During this time, teachers check in with pupils, offer support if needed, and look for any common mistakes or areas where more help might be needed. Teachers will give feedback and "live mark" as they circulate the class. Independent practice is an important step that helps children move from guided learning to being able to solve problems on their own.

Review the Learning

Reviewing learning is embedded throughout maths lessons. Starter activities are used to help pupils connect their current understanding to new ideas, and for teachers to review pupils' prior learning. At the end of a maths lesson, teachers take time to review what has been learned. This might involve asking children to explain how they solved a problem, sharing different methods as a class, or revisiting key questions using exit tickets. Reviewing helps children reflect on their learning, check their understanding, and make connections between ideas. It also gives the teacher a chance to spot any misunderstandings and plan the next steps. This final part of the lesson helps to strengthen memory and build confidence in using new skills..

Climate For Learning: In maths we aim to create a calm, focused, and encouraging environment where every child feels confident to take part in maths lessons, knowing that their contributions are highly valued. Mistakes are seen as part of learning, and pupils are encouraged to try, ask questions, and learn from each other. Teachers set clear expectations, use praise effectively, and create lessons where children feel safe to challenge themselves. We work hard to build a growth mindset—helping children believe that, with effort and support, everyone can succeed in maths. Classrooms are calm and purposeful, where hard thinking is both encouraged and expected. The use of paired work, and structured talk time allows pupils to collaborate with their peers and practise their mathematical reasoning skills. Challenge is embedded in the maths curriculum and all pupils complete reasoning and problems solving tasks frequently.

Curriculum Intent

At Chantry we follow the principles of the National Centre for Excellence in the Teaching of Mathematics (NCETM) to provide all children with a deep, secure, and adaptable understanding of maths. Our intent is to ensure that every child becomes fluent in the fundamentals of mathematics, can reason mathematically, and can solve problems with confidence and creativity. We believe that maths is for everyone. Our curriculum is designed to support a *mastery approach*, where key concepts are taught in small, connected steps to help children build solid understanding. We want pupils to develop a love of maths, to think logically and systematically, and to explain their reasoning using accurate mathematical vocabulary. Through carefully planned lessons, rich mathematical discussions, and regular practice, we aim for all children to leave Chantry as confident, capable mathematicians who are well prepared for the next stage of their learning.

Big Ideas

The following threads run throughout our maths curriculum and together build a common body of knowledge over time.

Number	
Algebra	$(x+y)^2$
Statistics	
Probability	
Ratio and proportion	$4:3$
Geometry and measure	

Content and Sequencing

Our maths curriculum is carefully designed using guidance from the National Centre for Excellence in the Teaching of Mathematics (NCETM). It follows the National Curriculum and is broken down into small, well-sequenced steps to help all children build a deep, secure understanding of mathematical concepts. We work collaboratively with other schools across Cheviot Learning Trust, to ensure that the curriculum builds on what has been taught in first school, and supports what is needed in high school. Each year, children revisit key areas of maths, gradually developing greater depth and confidence. Learning builds over time with what is taught in one year laying the foundation for the next, so that children can connect ideas and apply their knowledge in a range of situations. We use a mastery approach, where the focus is on developing fluency, reasoning, and problem-solving. Pupils are encouraged to think deeply, explain their thinking, and tackle rich tasks. Those who grasp concepts quickly are challenged through more complex problems and reasoning activities, rather than simply moving on to new content. This ensures they develop greater depth of understanding and can apply their maths in increasingly sophisticated ways. Through this carefully sequenced curriculum, every child is supported to make progress and all learners, including the most able, are encouraged to achieve their full potential.

SEND Support

In maths lessons teachers use a variety of strategies to support pupils with SEND and use these with flexibility in response to individual pupils' needs. These include breaking learning into smaller steps, using visual representations and physical resources, and providing extra adult support during tasks where needed. We aim to reduce cognitive overload by ensuring that our teaching resources are clear and we provide scaffolded resources to pupils that require this. We provide times table sheets, number lines, counters and calculators when needed to ensure that all pupils are able to access new content, and learn at the necessary pace. We understand that all pupils are different, and learn at a different pace and we provide opportunities for overlearning and repetition as required. Our goal is to ensure every child feels successful and can experience the joy of learning maths.

Enrichment and Cultural Capital

Enrichment opportunities in maths are provided to all year groups. Pupils participate in various external competitions and challenges such as the 10ticks.com mental maths competition, Primary Maths Challenge, and UK Maths Trust's Junior Maths Challenge, and Team Challenge. We have a maths club which is open to pupils from all year groups at lunchtime once per week and enables like minded pupils a space to explore maths outside of their usual maths lessons.

