



# Maths

## Intent, Implementation and Impact Statement

This document outlines: the intent and rationale behind the Maths curriculum at Beaconside Primary & Nursery School, how we deliver it and how we measure pupil progress.

# Intent

At Beaconside Primary and Nursery School, our intent is to cultivate confident, articulate mathematicians who engage deeply with mathematical concepts, reasoning accurately and solving problems with curiosity and resilience.

We aim to move beyond rote learning by fostering a rich understanding of mathematics as a creative and interconnected discipline essential to everyday life and future opportunities.

Our curriculum is ambitious and coherent, structured around the White Rose Maths Schemes of Learning, which provide a consistent, progressive sequence of small steps aligned with the National Curriculum. This ensures comprehensive coverage and the development of fluency, conceptual understanding, and problem-solving skills.

We believe that all pupils should have an entitlement to this rich curriculum, with opportunities to make meaningful connections within mathematics and across other subjects, preparing them to apply their knowledge confidently in real-world contexts.

# Implementation

Our approach to teaching mathematics is rooted in the mastery philosophy, prioritising deep conceptual understanding before progression.

Teachers use the White Rose Maths framework as the backbone for planning and delivering lessons, carefully following its structured small steps to ensure consistent progression. This is supplemented with high-quality resources, including manipulatives and varied tasks, which support pupils in building fluency and understanding.

We recognise the importance of adaptive teaching to meet the diverse needs of our learners, including those with SEND and disadvantaged pupils, ensuring all can access and engage with the curriculum effectively.

Assessment plays a pivotal role in our implementation. Continuous formative assessment is embedded in daily teaching to inform planning and provide timely feedback, while summative assessments track progress and highlight gaps.

This data drives targeted, timely interventions designed to support pupils in consolidating their learning and keeping pace with the curriculum.

We also place a strong emphasis on spoken language, using discussion to help pupils articulate their thinking clearly and address misconceptions, which is crucial for developing mathematical reasoning.

Pupils have a daily interaction with a 6 part Maths lesson that includes: fluency, revisit, teach, practice, independent task and consolidation. Each section has an evidence base and explicit opportunities for formative assessment.

# Impact

The impact of our curriculum is evident in pupils who demonstrate secure, connected mathematical knowledge and skills, meeting or exceeding national expectations. We see improved progress across all groups, with particular focus on closing gaps for disadvantaged pupils and those with SEND.

Pupils develop a positive attitude towards mathematics, approaching challenges with confidence, resilience, and a willingness to self-challenge and persevere. They become flexible problem-solvers who can apply their mathematical understanding in real-life situations, articulating their reasoning with clarity.

Consistent implementation of the White Rose approach ensures a smooth, coherent learning journey across year groups, supporting sustained improvement in outcomes year on year. Our curriculum not only equips pupils with essential mathematical skills but also nurtures their curiosity and enjoyment of the subject, laying a strong foundation for lifelong learning.

Progress (knowing more and remembering more) is assessed using a variety of formative and summative assessment tools.

In addition to statutory assessment (EYFS, Multiplication Tables Check and KS2 SATS), the following summative assessment tools are used to measure progress:

- unit teacher assessment Maths judgements
- termly Maths assessments
- termly teacher assessment Maths judgements

Formative assessment tools are a range of procedures/activities that provide information to enable teachers to adjust instruction, adapt their teaching and provide feedback. These tools will include, but not restricted to:

- Questioning: teachers ask a range of questions, in various ways, to gauge pupil understanding, identify knowledge gaps, and tailor instruction to meet individual need
- Think-Pair-Share: pupils individually think about a question, discuss it with a partner, and then share their thoughts with the class
- Whiteboard Checks: pupils write down answers or solutions on whiteboards for the teacher to read/assess
- Quizzes: low-stakes, brief quizzes to gauge understanding
- Self-Assessments: pupils reflect on their own learning and understanding
- Peer Assessments: pupils provide feedback to each other's work or ideas
- Observation: teachers observe pupils' work and participation to assess understanding
- Hand Signals: Students can use hand gestures to indicate their understanding of a concept.

# Impact

These tools are all evidence-based strategies and promote the following:

- Clarifying, sharing and understanding learning intentions and success criteria
- Engineering effective discussions, tasks, and activities that elicit evidence of learning
- Providing feedback that moves learners forward
- Activating students as learning resources for one another
- Activating students as owners of their own learning.

Teachers meet with the headteacher and SENCo at the end of every term where every child's progress in maths is reviewed along with quality assurance of evidence of progress and learning. Outcomes of the pupil progress meeting are then shared with the subject leader and future planning, provision and CPD for staff are adjusted accordingly.