

HIGHWOOD PRIMARY SCHOOL

Curriculum Statement - Maths (Nov 2025)

Intent

The 2014 National Curriculum for Maths aims to ensure that all children:

- Become fluent in the fundamentals of Mathematics
- Are able to reason mathematically
- Can solve problems by applying their Mathematics

At Highwood Primary, these skills are embedded within Maths lessons and are developed consistently over time. We are committed to ensuring that children are able to recognise the importance of Maths in the wider world and that they are also able to use their mathematical skills and knowledge confidently in their lives in a range of different contexts. We want all children to enjoy Mathematics and to experience success in the subject, with the ability to reason mathematically. We are committed to developing children's curiosity and understanding of the subject.

Implementation

At Highwood Primary, we follow the National Curriculum Objectives. To ensure whole consistency and progression, we use White Rose Maths Hub Scheme (Years R -6) alongside the NCETM Primary Mastery Materials.

The school's ongoing engagement with the DFE funded Maths Hubs programme continues to ensure that staff at all levels understand the pedagogy of the approach.

New concepts are shared within the context of an initial related problem, which children are able to discuss in partners or in groups. This initial problem-solving activity prompts discussion and reasoning, as well as promoting an awareness of maths in relatable real-life contexts that link to other areas of learning. Children are encouraged to use a range of manipulatives (or drawings) to help with their understanding and explanation.

In KS1, these problems are almost always presented with objects (concrete manipulatives) for children to use. Teachers use careful questions to draw out children's discussions and their reasoning. The class teacher then leads children through strategies for solving the problem, including those already discussed. Independent work provides the means for all children to develop their fluency further, before progressing to more complex, related problems.

Mathematical topics are taught in blocks, to enable the achievement of 'mastery' over time as exploratory, investigative tasks, within the lesson as appropriate. Each lesson phase provides the means to achieve greater depth, with more able children being offered rich and sophisticated problems, as well as exploratory, investigative tasks, within the lesson as appropriate. Teachers are encouraged to allow time for children to explore 'Diving Deeper' into a question whenever possible to achieve greater depth understanding.

Impact

The school has a supportive ethos and our approaches support the children in developing their collaborative and independent skills, as well as empathy and the need to recognise the achievement of others. Students can underperform in Mathematics because they think they can't do it or are not naturally good at it. We tackle this issue by regularly reinforcing the importance of a growth mindset and celebrating the achievement of pupils in our 'Celebration Assemblies'. Regular and ongoing assessment informs teaching, as well as intervention, to support and enable the success of each child. These factors ensure that we are able to maintain high standards and all children make progress.