



Montgomery Maths Curriculum Statement

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Intent

The intent of our maths curriculum is to provide all pupils with a solid foundation in mathematical knowledge, skills, and understanding. We aim to foster a positive attitude towards maths, encouraging curiosity, resilience, and a growth mindset. By offering a well-structured and progressive curriculum, we ensure that children can build fluency, problem-solving abilities, and reasoning skills across all mathematical areas. We are committed to making maths accessible, relevant, and engaging for all learners, equipping them with the tools needed for everyday life, future learning, and a deeper appreciation of the importance of maths in the world around them.

Implementation

We follow the National Curriculum and White Rose Scheme of work as a guide to support teachers with their planning and assessment. Every class from EYFS to Y6 follow the White Rose scheme of learning which is based on the National Curriculum. Each lesson begins with Flashback 4 to support the retrieval and retention of key learning. Lessons may be personalised to address the individual needs and requirements for a class, but coverage is maintained. Other high-quality teaching and learning resources may also be used to support and develop the children's fluency, reasoning and problem-solving. The calculation policy is used within school to ensure a consistent approach to teaching the four operations over time. We ensure that concepts are introduced using concrete, pictorial, and abstract methods, allowing children to build a deep understanding at their own pace. Regular assessment and feedback are embedded in our practice, ensuring that teaching is responsive to the needs of individual pupils. Support and interventions are provided where necessary to close gaps in learning. In addition, children receive multiplication and arithmetic sessions each week to develop their core number skills.

Impact

Children perform well in mathematics. The children demonstrate a quick recall of facts and procedures. This includes the recollection of the times table, which enables them to become confident, fluent mathematicians. They develop the ability to recognise relationships and make connections in maths lessons. Mathematical concepts or skills are mastered when a child can show it in multiple ways, using the mathematical language to explain their ideas, and can independently apply the concept to new problems in unfamiliar situations. Children show a high level of pride in the presentation and understanding of the work they do.