



MATHS AT WEDMORE

INTENT

Maths Mastery approach that provides pupils with deep conceptual understanding, moving beyond rote learning to secure lasting knowledge and skills.

We are committed to:

- Swiftly identifying pupils who do not grasp a concept and enacting early intervention so they are ready to move forward with the whole class.
- Introducing topics in a logical order and revisiting them throughout the year (*curriculum prioritisation*) to promote deep learning.
- Developing fluency in the fundamentals of mathematics so pupils can recall and apply knowledge rapidly and accurately.
- Enabling pupils to reason mathematically by following a line of enquiry, presenting justifications, arguments, or proofs using expert mathematical language.
- Equipping pupils to solve problems by applying mathematics to a variety of contexts, including unfamiliar situations, with increasing sophistication.

Through consistent and effective use of **representations** (concrete, pictorial, abstract), we will ensure that all children at Wedmore are empowered to make connections, explain their thinking, and achieve sustained progress in mathematics.

IMPLEMENTATION

- At Wedmore, we follow the **Mastering Number programme** to build a strong foundation in number. Pupils are taught to *make and break numbers to 10* (subitising) and to secure fluency in all addition and subtraction facts within 10. This approach is continued into KS2 to strengthen the foundations for multiplication and division. We encourage children to adopt the principle:
“**Use what you know to work out what you don't yet know.**”
- We use the **NCETM Curriculum Prioritisation guidance** to inform our termly overviews and planning, ensuring topics are introduced in a logical sequence and revisited to deepen learning. **Spoken Language and Communication (SLC)** is threaded through the maths curriculum so that children are encouraged to articulate their mathematical thinking. Daily maths lessons incorporate skill-based activities with high levels of discussion and reasoning.

- We use a wide range of high-quality resources to support teaching, including **Times Tables Rockstars, Numbots, Mastering Number, Oak Academy, and NCETM materials**. Class teachers tailor the content of lessons to meet the needs of their pupils, ensuring that all children—regardless of ability—are exposed to the key elements of the curriculum.
- Pupils are consistently introduced to a **variety of representations** (concrete, pictorial, and abstract) to secure deep conceptual understanding. All children are also given frequent opportunities to apply their knowledge to a range of **problem-solving and reasoning tasks**, both familiar and unfamiliar, to strengthen fluency, flexibility, and confidence in mathematics.

IMPACT

- At Wedmore, all children will enjoy mathematics and grow as **confident mathematicians**. By the end of Year 4, we aim for children to be fluent in the fundamentals of mathematics, with a secure conceptual understanding and the ability to recall and apply knowledge rapidly and accurately to solve problems.
- Pupils will develop a **wealth of mathematical vocabulary**, enabling them to reason through known and unknown concepts with clarity. They will recognise that mathematics is a **vital life skill**, relied upon in many areas of daily life, and will approach the subject with curiosity, resilience, and confidence. Children will understand that it is okay to be 'wrong'—that mistakes are opportunities for growth—and that the journey to finding an answer is as important as the answer itself.
- Our maths books will evidence **high standards**, with work that children clearly take pride in. A wide range of activities will demonstrate strong coverage of **fluency, reasoning, and problem solving**. Feedback and timely interventions will support pupils to strive to be the best mathematicians they can be, ensuring that a high proportion of children are working at or above age-related expectations.
- At Wedmore, our standards remain consistently high. We moderate regularly, both internally and externally, to ensure accuracy and rigour, and children's outcomes demonstrate that they are **achieving well in mathematics**.