Be . Build . Become

Mathematics

At Bloxham Church of England Primary School, we recognise the vital role mathematics plays in every child's daily life and future success. Through maths, children develop an understanding of patterns and relationships in number and space, helping them make sense of the world around them. As a subject, it is not only essential to everyday decision-making, but also critical in fields such as science, technology, engineering, and finance.
We aim to equip every child with the knowledge, confidence, and resilience they need to reach their full potential. This means ensuring they develop fluency in calculation, the ability to reason logically, solve problems creatively, and think abstractly.

Our Mathematics Curriculum

At Bloxham C of E Primary School, our aim is to nurture confident, capable, and independent mathematicians. We want:

- ✔ Children to develop a deep conceptual understanding of mathematics, recognising how different areas of learning connect and how they can apply their knowledge in a variety of contexts.
- ✔ Every learner to articulate, explain, and discuss their thinking clearly using accurate and appropriate mathematical vocabulary.
- ✔ Classrooms to be 'mistake-friendly' environments, where children view errors as valuable learning opportunities and are encouraged to focus on *thinking* rather than simply *doing*.
- ✔ A shared belief among staff and pupils that maths is for everyone—**EVERYONE CAN** succeed in mathematics.

- ✔ Children to grow into resilient, curious learners with the habits of mind needed to become life-long mathematicians.
- ✔ A curriculum that is inspiring and engaging, delivered by enthusiastic teachers who spark curiosity, build confidence, and foster a genuine love of maths.

How We Teach Mathematics

To embed our mastery approach and ensure consistent, high-quality teaching of mathematics across the school, we have adopted *Power Maths*—a government-recommended, high-quality mastery scheme.

We value a coherent, cumulative journey through the National Curriculum. Each year group follows a carefully sequenced medium-term plan, where small, progressive steps lay the foundations for deep mathematical understanding.

Formative assessment is woven throughout individual lessons and across longer units of work. Teachers use this ongoing assessment to adapt planning and ensure all children's needs are met effectively.

We prioritise secure understanding of the most essential mathematical concepts. To support consistency and progression across year groups, we use the **Ready-to-Progress criteria** (DfE guidance, in collaboration with the NCETM), allocating time where necessary to reinforce core objectives.

To achieve our aims and meet the expectations of the EYFS framework and the Primary National Curriculum, we implement the following:

- ✔ **High expectations for all:** Teachers promote a growth mindset—*Maths is for everyone. EVERYONE CAN!*
- ✔ **Positive learning traits:** Children are encouraged through the Power Maths characters—Determined Dexter, Brave Astrid, Curious Ash, and Flexible Flo.
- ✔ **Concrete–Pictorial–Abstract (CPA) approach:** Teachers plan opportunities to use concrete resources, varied representations, and consistent structures to develop secure understanding.
- ✔ **Mastery for all:** The majority of children move through the curriculum at the same pace, with support and challenge embedded as needed.
- ✔ **Responsive teaching:** Formative assessment informs planning and enables targeted, same-day interventions where necessary.

- ✔ **Summative assessment:** Takes place termly and at the end of each unit to evaluate progress and inform next steps.
- ✔ **Pupil progress discussions:** Teachers meet with Phase Leaders and/or maths coordinators to track progress, with immediate action taken if children are not on track.
- ✔ **Parental communication:** Attainment and progress are shared at parent evenings and via termly reports.
- ✔ **Adaptation through depth:** Differentiation focuses on deepening understanding through support or challenge. Teachers ensure all children access age-related expectations, using intervention where needed to fill gaps. Those working at greater depth are offered carefully planned 'Going Deeper' opportunities, guided by *Power Maths* resources.
- ✔ **Clear success criteria:** Learning objectives and success criteria are shared with children to support self-regulation and ownership of learning.
- ✔ **Curriculum design and lesson structure:** Teaching is underpinned by methodical curriculum design and expertly crafted lessons that promote deep conceptual and procedural knowledge.
- ✔ **Practice and fluency:** Structured variation builds fluency and strengthens understanding.
- ✔ **Mathematical language and reasoning:** Teachers use precise questioning to probe understanding and support children in articulating their reasoning using accurate vocabulary.

How we monitor the impact of our teaching of Mathematics

We use a range of strategies to evaluate the effectiveness and impact of our mathematics teaching. These demonstrate that our pupils are making sustained and meaningful progress in their mathematical understanding:

- ✔ **Engaged learners:** Children are enthusiastic and confident when discussing their learning. They demonstrate a genuine enjoyment of maths and a desire to challenge themselves further.

- ✔ **Mathematical language and reasoning:** The impact of our mastery approach is evident in classroom dialogue, where children articulate their thinking using precise mathematical vocabulary.
- ✔ **Fluency and recall:** Our pupils show strong fluency in number, reflected in consistently high performance in arithmetic assessments.
- ✔ **Consistent teaching practice:** Across the school, teaching follows a consistent mastery approach known to support long-term retention and progression.
- ✔ **Challenge for all:** Moderation across year groups highlights a consistently high level of challenge for all learners. This is particularly evident in the regular opportunities for reasoning and problem solving embedded throughout each unit.
- ✔ **Accurate assessment:** Teachers are increasingly confident in assessing the depth of children's understanding, ensuring that feedback and planning are effectively tailored to need.