Mathematics at Menston Primary School

At Menston Primary School, the mathematics curriculum is designed to ensure all pupils develop secure, connected and enduring mathematical understanding. Our aim is for pupils to become fluent, confident mathematicians who can reason mathematically, solve problems and apply their knowledge accurately and efficiently.

The curriculum is rooted in a mastery approach, ensuring that pupils develop a deep understanding of key concepts. Mathematical learning is cumulative and coherent, with new knowledge explicitly building on what pupils already know.

We intend that all pupils:

- Develop conceptual understanding alongside procedural fluency
- Recall and apply key facts efficiently
- Use precise mathematical language to explain, justify and reason
- Recognise mathematics as a fundamental tool for understanding the world

The mathematics curriculum follows the National Curriculum from EYFS to Year 6 and is carefully sequenced to ensure progression, coherence and sufficient depth. Key concepts are introduced in small, logical steps, reducing cognitive load and enabling pupils to make secure connections between ideas.

We implement the curriculum through a Mastery model, underpinned by five key principles:

- **Coherence** – logical sequencing and deliberate linking of content
- **Representation and Structure** – consistent use of models to expose mathematical relationships
- **Mathematical Thinking** – opportunities to reason, explain and generalise
- **Fluency** – secure recall and flexible application of knowledge
- **Variation** – carefully designed examples and tasks that deepen understanding

Teaching draws primarily on the White Rose Maths schemes of learning, ensuring alignment with national curriculum expectations and a coherent progression model. Teachers adapt and enhance these materials to:

- Address misconceptions explicitly
- Provide appropriate challenge
- Secure depth rather than acceleration

The curriculum is taught using a Concrete–Pictorial–Abstract (CPA) approach, enabling pupils to understand underlying mathematical structures and avoid reliance on rote procedures. Mathematical vocabulary is explicitly taught and modelled so that pupils can articulate reasoning accurately and precisely.

Assessment is purposeful and integral to teaching. Teachers use:

- Ongoing formative assessment through questioning, observation and task design
- Pre- and post-teaching checks to identify prior knowledge and measure learning
- Termly summative assessments to monitor progress and inform curriculum decisions

Assessment information is used to adapt teaching, secure learning and provide timely intervention, helping children to ‘keep up, not catch up’.

The impact of the mathematics curriculum is that pupils:

- Demonstrate secure conceptual understanding and fluent recall of key knowledge
- Can reason, explain and justify using accurate mathematical language
- Apply their knowledge flexibly to problem-solving and unfamiliar contexts
- Show confidence, resilience and independence when tackling mathematical challenges

The vast majority of pupils leave Menston Primary School having met age-related expectations, with many achieving the higher standard of learning. Children are well prepared for the next stage of their education and equipped with the mathematical understanding and habits of mind required for future learning and everyday life.