

Martock Church School

Maths



Intent

At Martock Church School, we aim to develop confident, resilient and enthusiastic mathematicians who have a secure understanding of mathematical concepts and can apply their knowledge fluently across a range of contexts. We believe that all children can achieve in mathematics and strive to provide a high-quality mathematics curriculum that is ambitious, engaging and inclusive for all learners.

Our curriculum is carefully structured to ensure progression in knowledge and skills from Reception through to Year 6. In Reception, we follow the White Rose Maths programme to build strong early mathematical understanding and develop children's number sense through practical, hands-on experiences. In Years 1 to 6, we use Hamilton Trust mixed-age planning, providing a coherent and progressive curriculum that meets the needs of our split-age classes whilst ensuring full coverage of the National Curriculum.

A key priority at Martock Church School is the development of fluency, number sense and times table knowledge. We aim for children to recall key facts efficiently, reason mathematically and solve problems with confidence. Through consistent exposure to mathematical language and opportunities to explain their thinking, children develop both conceptual understanding and procedural fluency.

Implementation

Mathematics is taught daily across the school through carefully planned lessons that build on prior learning and provide opportunities for fluency, reasoning and problem-solving.

To support the development of automaticity and retention of key skills, all year groups participate in daily morning fluency sessions. These sessions revisit previously taught concepts, strengthen arithmetic skills and help children retain essential mathematical knowledge over time.

Teachers use assessment to inform planning and ensure lessons meet the needs of all learners. At the start of each new unit, children complete an entry task which provides teachers with valuable information about prior knowledge, misconceptions and gaps in understanding. This assessment informs adaptive teaching and targeted support throughout the unit. At the end of the unit, children complete an exit task to demonstrate their learning and allow teachers to evaluate progress made.

Mathematical learning is supported through:

- High-quality teacher modelling and explicit instruction.
- Use of concrete, pictorial and abstract representations where appropriate.
- Opportunities for reasoning and discussion using precise mathematical vocabulary.
- Challenge and support tailored to individual needs.
- Regular retrieval practice through fluency activities.

Assessment is further strengthened through formal assessments using Maths.co.uk, which are completed three times each year in line with the BWMAT assessment schedule. Outcomes from these assessments are used to monitor attainment, identify trends and inform future teaching.

Developing secure recall of multiplication and division facts is a major focus throughout Key Stage 2. Times tables are taught explicitly and revisited regularly within lessons and fluency sessions. Children are encouraged to practise at home using TT Rock Stars, while younger pupils develop number fluency through NumBots. These platforms form an important part of our home learning offer and support the development of mathematical confidence and fluency.

Impact

The impact of our mathematics curriculum is demonstrated through children who:

- Develop secure mathematical knowledge and skills that build progressively over time.
- Demonstrate increasing fluency in calculation and recall of key number facts.
- Apply mathematical concepts confidently when reasoning and solving problems.
- Use mathematical vocabulary accurately to explain and justify their thinking.
- Show resilience and confidence when faced with mathematical challenges.
- Achieve well and make strong progress from their individual starting points.
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Teachers continually assess learning through daily formative assessment, entry and exit tasks, pupil discussions and formal assessment outcomes. The use of termly Maths.co.uk assessments provides clear evidence of attainment and progress over time and supports effective curriculum development.

As a result, children leave Martock Church School equipped with the mathematical understanding, confidence and problem-solving skills they need for the next stage of their education and for everyday life.