



### Maths Curriculum Intent Overview

At Marshbrook we are developing a mastery approach to the teaching and learning of mathematics, based on the research and recommendations of the National Centre for Excellence in the Teaching of Maths (NCETM).

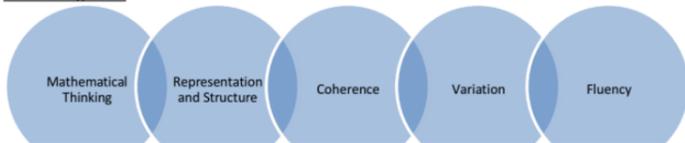
The expectation is that pupils will move through the National Curriculum programmes of study at broadly the same pace.

Pupils who grasp concepts rapidly are provided with further opportunities that challenge their learning and deepen their understanding. Those who are not sufficiently fluent are given opportunities to consolidate their understanding, before moving on.

Teaching for mastery is underpinned by the NCETM's 'Five Big Ideas'.

Opportunities for Mathematical Thinking allow children to make chains of reasoning connected with the other areas of their mathematics. A focus on representation and structure ensures concepts are explored using concrete, pictorial and abstract representations, the children actively look for patterns as well as specialise and generalise whilst problem solving. Coherence is achieved through the planning of small, connected steps to link every question and lesson within a topic. Teachers are working on using both procedural and conceptual variation within their lessons. There remains an emphasis on fluency with a relentless focus on number and times table facts through our whole school use of 'NumberSense' and 'Triple M'.

The five big ideas



### Key Notes from Last Inspection on 6<sup>th</sup> July 2022

- As children progress through the early years, teachers introduce content from more subjects. This includes reading, writing and mathematics. This ensures that children are well-prepared to move into key stage 1.
- Leaders ensure that mathematical vocabulary and concepts are taught from Nursery Year onwards.
- Teachers have strong subject knowledge.
- Older pupils speak confidently about what they are learning and how what they had learned in the past was helping them now.
- Leaders should ensure that all subject leaders are able to carry out their roles more effectively so that they are able to further improve the quality of education that pupils receive.
- Subject leaders have the right knowledge and experience to be able to lead their subjects well.
- They do have opportunities to find out how well their subjects are being implemented. However, these opportunities are not always organised well enough for them to build a complete picture of what is going well and what needs to get better.



## Marshbrook First School Maths Curriculum 2025 - 2026



### Maths Curriculum Implementation Overview

**Snapshot of pedagogy across the school** – informed by children's work and learning walks.

#### Whole school

The Maths leader works closely with staff to support planning, teaching and assessment. Maths lessons happen in classrooms, the school grounds, in the wider school community and on educational visits. Lessons allow children to learn substantive knowledge and apply it in a disciplinary knowledge context.

#### In EYFS

Children are exposed to Maths in their areas of provision, through play and adult-led activities. In Reception, Power Maths lessons are taught daily, with two independent activities completed each week. NumberSense is taught daily and children start Triple M for homework and are tested when they are ready.

#### In Key Stage One and Two

Maths is taught daily through stand-alone lessons. Where appropriate, skills are practised and applied at other times and in other subjects. Long term plans, based predominantly on the Power Maths Scheme, exemplify the breadth of coverage across each year group. Medium term plans, following the Power Maths Blocks, progressively cover the programmes of study as set out in the Maths National Curriculum for each year group. Short term plans are reviewed daily and developed as needed, taking into consideration the needs of our children. They are based on the varied approach as outlined by Power Maths. The school's calculation policy is based on the Concrete, Pictorial and Abstract (CPA) approach, which supports the progression and teaching of calculations. NumberSense is taught daily where appropriate and children start Triple M for homework and are tested when they are ready.

#### Pupil Voice

Children could talk about a piece of work they were proud of and why. They said they had the opportunity to discuss work with their peers and talked about what resources they had access to. KS2 said they felt they had got better at maths this year and were able to reflect on what they found tricky in lessons. They were able to talk about how teachers helped them to improve and they felt that their teachers enjoyed maths as well as they did!

### Maths Curriculum Impact Overview

**Snapshot of positive outcomes across the school** – informed by first-hand evidence gathering. Data gathered and collected about the impact of Triple M showed that in Y4 54% were at or above where they should be. Y3 68% were at or above where they should be. Y2 78% were at or above where they should be. Y1 100% were at or above where they should be. Rec 100% were at or above where they should be. Percentages generally decrease as children move through school due to widening gaps, though KS2 shows improvement since 2023 as these pupils began Triple M in Year 1. The slight drop in Year 2 likely reflects a smaller cohort and the impact of just one child's data, while the Year 1 decrease aligns with the introduction of new levels for Reception, that some Year 1s now access too.

As observed by SLT at Trust level, the leader for this subject has good curriculum knowledge, knows the ethos for our curriculum and has ensured that the curriculum is well planned. She has monitored the implementation of this subject and knows that progression is good. She liaises with senior management and keeps them informed of pupil outcomes/trends. She supports members of staff with training needs/curriculum planning e.g. staff meeting on implementing new half-termly assessments. She knows what is good and where to improve.

Power Maths is embedded from Rec-Year 4.

Maths has a high profile within the school with Maths displays, areas and vocabulary displayed. Pupils speak clearly and knowledgably about their Maths learning. On average 70% of pupils reach the age-related expectations or above in Maths and 79% of children meet the ELGs for Maths in Reception.

Due to ongoing multiplication fluency practice and focus on improving this, the multiplication check average was raised by 3 points from 19 to 22 from 2024 to 2025.

### Maths Trips & Enrichment Opportunities

Children collate their own house points and prefects count these up ready for Celebration assembly.

**Snapshot of Expectations by Year Group** – see Power Maths planning overviews for more detail.

Reception	Developing number sense, understanding basic shapes, and exploring measurement through hands-on activities, fostering children's mathematical thinking and problem-solving skills.
Year 1	Developing number sense, understanding basic arithmetic operations, recognising shapes, and solving simple word problems, fostering a strong mathematical foundation for future learning.
Year 2	Demonstrate proficiency in addition and subtraction, explore multiplication and division, and understand basic geometry concepts. Problem-solving skills are emphasised throughout the learning process.
Year 3	Develop fluency in number operations, familiarity with fractions, and proficiency in measurement, alongside problem-solving skills and mathematical reasoning
Year 4	Emphasises fluency in arithmetic, understanding of fractions and decimals, and exploration of geometry. Pupils are expected to apply problem-solving skills, reasoning, and effective communication of mathematical ideas.

### Data Headlines – Autumn 2025

	Year 1	Year 2	Year 3	Year 4
Working Below Age Related Expectations	32%	33%	27%	29%
Working at Age Related Expectations	68%	63%	68%	65%
Working at Greater Depth	0%	3%	5%	6%

Reception – 83% of children on track to meet ELG for Maths.