



**Subject intent** Our high-quality maths curriculum ensures all children are taught essential mathematical facts and procedures to enable them to work fluently, reason and solve problems with resilience, persistence and confidence. Our curriculum has a mastery approach with numbers at the heart to develop confident mathematicians who can work accurately, flexibly and efficiently. Our curriculum supports our pupils so they leave Year 6 with strong, efficient and effective mental and written calculation methods for all four operations; secure knowledge and understanding of the place value of numbers up to one million; secure knowledge and application of their multiplication tables; a firm understanding and handling of the relationship between fractions, percentages, decimals and ratio; the ability to select and use appropriate tools to complete tasks involving measurement, geometry and statistics.

**If you were to walk into a maths lesson at Esher Church School you would see:** Essential revisiting of prior learning at the start of each lesson; mathematical discussions between pupils and staff; accurate use of mathematical vocabulary by pupils to explain their thinking and methods; modelled and scaffolded examples; sentence stems to reinforce new concepts and manipulatives available to support pupils developing independence and confidence.

#### Successes in 2024-2025

- Year 6 SATs results: 98% at expected or above standard (74% national average) 63% at Greater depth (24% national average)
- Successful implementation of White Rose Maths in EYFS which resulted in a whole school rollout for the academic year.
- Greater engagement of Times Tables Rockstars (TTRS) across Year 2 – 6.
- Teachers providing parents/carers TTRS heatmaps during parent consultation evenings.
- Use of Learning by Questions (LbQ) within lessons and for home learning from Year 3 – 6.

#### Pupil Premium, British Values, challenge and SEND (implementation)

- British Values: 'Democracy' - encouraging children to take the views and opinions of others into account. 'Rule of law' - understanding the need for rules and procedures. 'Mutual Respect' - working in learning partners, listening to and discussing strategies and offering support and advice to others. 'Individual Liberty' - promoting children in being able to share their ideas and strategies
- Graduated independent practice and use of modelling and scaffolding enables all children to access the curriculum
- Promotion of manipulatives for all, supports mixed learning partner work
- Staggered starts for rapid graspers to promote more opportunities to apply their fluent knowledge

#### Priorities for 2025-2026

- Increase in MTC percentage of children achieving 25/25
- Develop pupils' confidence and independence to self-select and use appropriate manipulatives and scaffolds to support their independent practice.
- Develop pupils' verbal and written mathematical explanations.
- Develop pupils' recall of mathematical facts to support fluency.
- To ensure consistent planning, teaching and assessment of maths across the school
- To ensure equity in the classroom through accessibility e.g. the use of manipulatives and scaffolding
- Increase parent involvement and engagement

<p><b>Parental engagement (implementation)</b></p> <ul style="list-style-type: none"> <li>• NSPCC Number Day activities from all year groups shared in the newsletter and display created in school</li> <li>• Planned parent information evening to explain how the four operations are taught across the school.</li> <li>• Sharing of TTRS heatmaps</li> </ul>	<p><b>Monitoring, observation and validation, including pupil voice considering progression (impact)</b></p> <ul style="list-style-type: none"> <li>• Pupil voice shows that children are enthusiastic about maths; like the routine and structure of the White Rose lessons; enjoy being able to discuss their thinking with their learning partner and within their whole class; enjoy being able to access manipulatives freely to support their learning and find the working walls useful to aid their learning.</li> <li>• Planning monitoring showed consistent use of the planning proforma and use of the quality first teaching strategies shared through professional development sessions such as key questions, stem sentences, manipulatives, opportunities for reasoning</li> <li>• Learning walks and drop ins show that working walls are reflecting current teaching and children are accessing them through the lessons</li> <li>• Drop ins show that children are using mathematical vocabulary in full sentences with greater confidence during class discussions</li> <li>• Book looks show consistent use of Flashback 4 and Fluent in Five to recap and review prior knowledge.</li> </ul>	<p><b>Professional development opportunities</b></p> <ul style="list-style-type: none"> <li>• Shared expectations for teaching maths to remind existing staff and new staff (Sept '24)</li> <li>• Staff meeting to share ideas and progression document of multiplication and division facts. Reintroduced TTRS expectations (Jan '25)</li> <li>• Staff meeting to guide staff in providing opportunities for scaffolding to promote independence. (May '25)</li> <li>• Subject Leaders attend the SPARK(ED) Maths training</li> </ul>
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