



Boorley Park Primary

# Mathematics

## Intent, Implementation and Impact

### Intent

At Boorley Park Primary School, our intent is for every child to leave Year 6 as a confident, resilient and curious mathematician, equipped with a deep and secure understanding of number, problem-solving and mathematical reasoning. We want our pupils to see themselves as capable and successful in maths, ready to apply their knowledge to real-life contexts and further learning at secondary school and beyond.

Our maths curriculum reflects the school's vision of fostering independence, curiosity and high aspirations. It is inclusive and ambitious for all pupils, ensuring everyone studies the full curriculum from Reception to Year 6. We follow a mastery approach, where learning is carefully sequenced to build knowledge over time and deepen understanding through small, connected steps.

Mathematics is taught daily, with an emphasis on number and operations, followed by geometry, measurement and statistics. Topics are selected and sequenced to ensure coherence and progression, with regular opportunities to revisit and apply knowledge in new contexts.

Our high expectations apply to all pupils. We support those who need additional help while challenging those who are ready to move ahead. Our goal is for all children to develop a strong mathematical foundation, the ability to explain and justify their thinking, and a positive attitude towards the subject.

### Implementation

At Boorley Park Primary, our maths curriculum follows a clear, well-sequenced programme with defined end points and a strong focus on progression. Each year builds on prior learning, supporting pupils to develop fluency, reasoning, and problem-solving skills. We use a spiral curriculum approach, revisiting key concepts across year groups to reinforce understanding and deepen mastery over time. Maths is taught daily in all year groups to ensure consistent and deep learning, using high-quality resources such as White Rose Maths and the NCETM Mastery approach to guide planning, delivery, and ensure depth of understanding.

In Reception and Key Stage 1, we place strong emphasis on developing number sense through the Mastering Number programme. This initiative builds fluency, confidence, and flexibility with number, ensuring children leave KS1 with secure calculation skills and a strong foundation for future mathematical success.

Teachers are supported through regular CPD, coaching, and collaborative planning. Staff needing extra input receive tailored support, including modelling and mentoring. Assessment is both formative and summative—used daily to inform teaching, and termly to track progress and guide interventions.

Monitoring is ongoing through book looks, lesson visits, and pupil voice. Work in maths books is of a high standard, showing clear progression and challenge. Cultural capital is embedded through real-life contexts and cross-curricular links, while diversity and inclusion are promoted through accessible teaching strategies and diverse representation in examples and contexts.

Pupils take part in enrichment activities such as maths days and STEM visitors, which build enthusiasm and broaden understanding. Overall, our curriculum is ambitious, inclusive, and designed to ensure all children thrive in maths.

### Impact

Progress monitoring through book looks, lesson visits and pupil voice shows that pupils are retaining key knowledge and building fluency, particularly in number and calculation. The use of White Rose Maths and NCETM Mastery, including the *Mastering Number* programme in EYFS and KS1, has supported cumulative understanding, and pupils are increasingly able to apply their knowledge across varied contexts.

SEND pupils are supported with scaffolding, manipulatives, and pre-teaching to ensure they are prepared for the next stage. Interventions are regularly reviewed to ensure they are responsive and impactful. Small group work and individual support help to secure foundational knowledge and build confidence, and this is reflected in their progress over the year.

Pupil voice indicates that children enjoy maths and feel confident in lessons. They talk positively about using practical resources and enjoy challenges that make them think. There is a strong culture of growth mindset in maths, and children are encouraged to see mistakes as part of learning.