

Wallace Fields Infant School & Nursery

Subject Story for Maths



Intent:

At Wallace Fields Infant School and Nursery we are committed to the *Mastery Maths* philosophy that is for all children to develop a secure understanding of mathematical concepts and processes, combined with genuine fluency when completing calculations. Through using a scheme called *NCETM* and *White Rose Maths*, we are giving children the opportunity to explore different methods that will improve their understanding of maths as whole. These methods are built upon within each block and will be continually revisited and embedded throughout their time at the school. *NCETM* and *White Rose Maths* teaches and challenges children to use methods in the most appropriate, efficient way and develop their problem solving and reasoning skills. Our intent is to spark curiosity, engage reasoning, secure understanding and deepen maths learning for all.

The National Curriculum for Maths aims to ensure that all pupils:

- Become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- Reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language
- Can solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

Implementation:

All children in Reception are taught 5 maths lessons a week. Mastering Number sessions teach the number aspects of the curriculum to ensure all children develop fluency and number sense. White Rose Maths lessons are taught alongside Mastering Number for concepts such as Measure, Weight, Shape, Pattern and time.

Year 1 and Year 2 are taught five *NCETM/White Rose Maths* lessons each week. The lessons involve a 'Flashback 4' (to recall number facts and prior learning), Lessons involve practical learning, whole class and pair discussion and independent work. Concrete manipulates and visual representations are used in every lesson to enable children to see and understand the mathematical structure of the concept. There are opportunities built into every lesson to recall prior learning. This enables children to develop deep, secure knowledge and make connections. In addition to their daily lessons, children in Years 1 and 2 have three 15 minute **Mastering Number** sessions. These sessions secure firm foundations in the development of good number sense for all children from Reception through to Year 1 and Year 2. Through these sessions we aim for all children to develop fluency in calculation and a confidence and flexibility with number. Wallace Fields Infant & Nursery School are part of a TRG (Teacher Research Group) focused on embedding this mastery approach in our school. Our Maths lead is a Primary Maths Specialist and leads TRG groups and bespoke training for a number of schools within the NCTEM Surrey Maths Hub.

What happens if my child struggles and finds it hard?

- Quick identification and acting on it is key! Intervention is focused on keeping up now, not catching up later, so interventions happen as soon as they are needed.
- If a child or group of children haven't understood, they are pulled together to do more strengthening activities using the concrete/ practical resources.
- Those who need additional support receive it through targeted questioning, quick intervention, pre teach sessions, strengthening activities and booster provision.
- This approach supports the learning of all pupils including those with Special Educational Needs (SEND), English as an Additional Language (EAL) and Disadvantaged Pupils (Pupil Premium).

What about if my child is showing secure understanding, how are they challenged?

- The mastery approach sees all children learning the same concept in small steps, each finding and mastering challenge but at their own level.
- Those who grasp a concept easily have time to explore and understand that concept at a deeper level through questioning, deepening activities and challenges. These challenge activities encourage children to apply their knowledge in problem solving tasks and within different contexts.

'The class work together on the same key point, whilst at the same time challenging and supporting children to gain depth of understanding and proficiency'

How are children assessed in Maths?

- Children are informally assessed daily in every lesson to assess their understanding. Support or challenge is put in place to ensure that every child is making progress at their level.
- At the end of each block of work, each child completes an end of block assessment. This covers a range of concepts that have been covered within that block to ensure that children have a secure understanding before moving on.
- Children are assessed formally on a half-termly basis; this is a detailed assessment on everything that has been covered so far within the term. Children's attainment and progress is carefully measured throughout the year to ensure all children make good progress from their starting point.

Progression across year groups:

- **In EYFS**, there is a strong focus on Number, ensuring children have a solid, conceptual understanding of the numbers 1-10 and then the teen numbers. EYFS Mathematics is addressed through a combination of adult led activities, small group activities, independent activities and child-initiated play.
- **In Year 1** children will build on their EYFS knowledge and cover number and place value for numbers to 50, addition and subtraction within 20, recognising 2D and 3D shapes, length and height, weight and volume, counting in groups of 2, 5 and 10, halves and quarters, telling the time (o'clock and half past) and recognising and adding coins.
- **In Year 2** children will continue to build on, deepen and secure their knowledge by covering number and place value for numbers to 100, develop a variety of methods to solve addition and subtraction within 100, multiplication and division for numbers in the 2, 3, 5 and 10 times tables, money including coins and notes, statistics, measurement, properties of 2D and 3D shapes, fractions, time (to 5 minute intervals). Children will develop a range of problem solving methods and be able to select the most efficient method to find all the possible answers.

Impact:

We will be able to see that the children know more and remember more through evidence in their maths books and assessments. We will see that they are able to recall prior learning and apply it in a range of unknown contexts, for example, when problem solving or when finding more than one possible answer to a question. Children will be able to explain their understanding through reasoning and justifying the methods they have chosen and how they found the answer. We will see that children will have developed automaticity in the required skills and number facts they need by the end of each year. This will ensure children start their next year of learning with the necessary skills and knowledge to build on their learning.

- ✓ *Careful and detailed half-termly tracking of children's progress and attainment will show good progress and secure understanding.*
- ✓ *Measurable impact of interventions will 'plug gaps'.*
- ✓ *Children will be applying the number facts they have learnt e.g. number bonds, doubles, times tables etc.*
- ✓ *Children will understand and use a range of methods to find all the possible answers to a question or problem.*

If you were to walk into a Maths lesson at WFIS & Nursery you would see:

- *Engaged children working with concrete resources*
- *Discussion and collaboration as a whole class and with learning partners*
- *Children making connections with prior knowledge*
- *All children using mathematical vocabulary to explain their learning*
- *Children challenged through problem solving and reasoning activities*
- *Teachers supporting and challenging learners*
- *Resilient children*

What does a good Maths learner look like by the time they leave Wallace Fields Infant & Nursery School?

By the time a child leaves our school we aim for them to be able to approach any problem and use multiple methods to solve or find a solution. Children will be able to explain to a friend how they came up with the answer using resources and mathematical vocabulary. They will have developed their resilience to overcome tricky problems that require them to use a range of different operations or processes. Children will also have a strong and secure sense of number demonstrate fluency through our **‘Mastering Number Programme’**.

British Values and Spiritual, Moral, Social and Cultural Learning in Maths:

British Values: Within Maths, children are encouraged to take into account the views of others during their ‘Think, Pair Share’ discussions. The Year 2 Maths curriculum introduces statistics, collecting data and aspects of democracy through voting. Children work within boundaries to make safe choices during practical activities and behave appropriately, allowing all children the opportunity to work effectively. In Maths, children are taught to take turns, share equipment and review each other’s ideas respectfully. Maths involves working collaboratively to solve problems, offer solutions and help others.

Social: Within Maths, children are provided with opportunities for group work, paired talk and peer assessments. Each of these elements promotes children’s social development.

Moral: Practical work in Maths requires children to co-operate with others and help others where necessary to achieve as a group or pair. These opportunities require children to be selfless and explain Mathematical concepts in detail to other children, putting their own determinations to one side.

Spiritual: Every Maths lesson has a discovery element where children develop the knowledge, skills, understanding, qualities and attitudes they need to foster their own understanding of areas in which they need to develop.

Cultural: Children acquire a respect for their own culture and that of others, an interest in others' ways of doing things and curiosity about differences. During Maths, children are able to share how they carry out calculations and listen to the opinions of others. Sharing, listening, understanding and taking peer advice, are examples of cultural skills developed within Maths.

Pupil Voice:

Nursery: *“I like singing songs like 5 little monkeys.”*

Reception: *“I like it when we do our maths outside and use massive ten frames on the floor.”*

Year 1: *“I like working with my learning partner to talk about our ideas.”*

Year 2: *“I love Maths because I really like the challenges.”*

Outstanding Learning Outcomes:



Maths can be anywhere! Here are some Reception children taking their maths learning outside using ten frames to recognise and compare different numbers within 10.



Here are some Year 1 children using counters to explore different ways to make 10 on a part-whole model. In Year 1 it is important that children learn their number bonds to 10.



Here are some Year 2 children partitioning numbers to 100 in different ways. They have used dienes, a part-whole model and a bar model to help them.

Successes in 2024-25:

- ☺ **To ensure the White Rose mastery approach is fully embedded and consistent across the school:** *The mastery approach is now fully embedded across the school, resulting in greater consistency and depth of mathematical understanding. Staff subject knowledge has strengthened significantly through targeted support and planning collaboration, leading to improved use of mathematical language, manipulatives, and reasoning. Book looks, learning walks, and pupil voice evidence a clear love for maths and deeper conceptual understanding, reflected in exceptional Year 2 outcomes (93.3% expected, 36.7% GD). The approach now extends into Nursery, ensuring strong foundations in early mathematical thinking.*
- ☺ **To embed the Mastering Number Programme:** *The Mastering Number Programme is firmly established across EYFS and KS1. Regular sessions have improved fluency and automatic recall of key number facts, enhancing overall attainment and confidence in maths. The fluency progression grid has informed targeted interventions and assessment will be developed further in the coming year. The school's involvement with the Maths Hub has strengthened practice, ensuring the programme continues to evolve with increasing consistency.*
- ☺ **To continue to ensure rapid and effective support for those children identified as not being on track to meet their target or achieve age related expectations:** *Timely and well-targeted interventions, including fluid groupings and Early Bird sessions, have had a transformative impact on pupil progress and confidence. Children identified as needing additional support are making good progress, with improved engagement and independence which is also in evident in their books. Effective use of questioning and adaptive teaching has ensured misconceptions are addressed swiftly. These approaches are clearly reflected in excellent Year 2 outcomes (93.3% expected, 36.7% GD) and growing confidence across all year groups.*

Priorities for 2025-26:

- ⇒ **To continue to refine the teaching for mastery approach across the school including retrieval, fluency and intelligent practice.**
This year's focus is on refining the mastery approach to ensure consistency and high-quality teaching across all classes. Staff will receive targeted support and CPD, particularly ECTs and SCITT trainees. Retrieval, fluency, and intelligent practice will be embedded in every lesson with consistent use of manipulatives, vocabulary, and STEM sentences. Regular monitoring, book looks, and data analysis will ensure continued progress and depth of understanding.
- ⇒ **To continue to develop fluency across the school through the Mastering Number Programme including assessment**
The Mastering Number Programme will continue to strengthen pupils' fluency and number sense across EYFS and KS1. Daily and regular sessions will continue to focus on recall, representation, and understanding of key number facts. This year the main focus is around developing our assessment of the children's fluency through careful tracking and monitoring. Teachers will use fluency grids and assessment materials to track progress and inform interventions.
- ⇒ **To ensure rapid and effective support in Maths for those children identified as not being on track to meet their target/ achieve age related expectations**
Targeted support will ensure all pupils make strong progress towards age-related expectations. Fluid groupings, Early Bird sessions, and Year 2 third-group teaching will address gaps quickly and effectively. Adaptive teaching, questioning, and same-day interventions will support immediate understanding. Assessment data will be used to identify needs, ensuring all children experience success and confidence in maths.