



Great Missenden

Church of England Combined School
An Academy of the Great Learners Trust

Maths

Curriculum Statement

Intent

At Great Missenden School, we are dedicated to providing the best possible opportunities and experiences in mathematics for every child. Guided by our Christian values of Faith and Community, Love and Respect, Truth and Courage, we offer a high-quality and supportive environment where mathematical thinking can flourish and every learner feels encouraged to reach their full potential.

We see mathematics as one of the educational keys that helps children to open doors and unlock opportunities in their lives. By creating a positive atmosphere where mistakes are valued and a growth mindset is embraced, we ensure that all children feel confident to face challenges and reflect on their learning journeys; looking into the mirror to consider how they can grow and improve.

Our approach is underpinned by the principles of Maths Mastery, aiming to nurture deep learners who can articulate their understanding through concrete, pictorial, and abstract forms. We believe in providing equal opportunities for all children to excel in mathematics, enabling them to build the knowledge and confidence needed to apply their skills across the curriculum and in the wider world. In this way, mathematics provides a window into the beauty, wonder, and order of creation, inspiring curiosity and awe.

Lessons are carefully designed to ensure pupils are secure in their understanding before moving forward, avoiding premature progression and encouraging a thorough grasp of concepts. By challenging all pupils within a structured and supportive environment, we enable them to persevere with courage, embrace mistakes as learning opportunities, and ultimately step through the door into new challenges equipped with confidence, resilience, and the tools they need to succeed.

Implementation

At Great Missenden, we deliver mathematics in ways that ensure inclusivity and challenge for all. In Key Stage 1, lessons are taught in mixed-ability class groups to promote collaboration, shared exploration, and the development of mathematical talk. In Key Stage 2, pupils are taught in fluid, targeted groups as well as mixed-ability classes. This flexible grouping allows teaching to be more closely tailored to the needs of learners, ensuring that every child receives the right level of support and challenge, while retaining high expectations for all.

Lessons are carefully scaffolded so that pupils can access and achieve their objectives, such as through the use of sentence stems, clear modelling, key vocabulary and concrete resources. The White Rose Scheme of Learning is used to provide full coverage of the National Curriculum. This approach supports the development of mastery in mathematics, ensuring concepts are thoroughly



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understood before moving on. EYFS and KS1 use 'Mastering Number', an NCETM program, which aims to secure firm foundations in the development of good number sense for all children from Reception through to Year 1 and Year 2. The aim over time is that children will leave KS1 with fluency in calculation and a confidence and flexibility with number.

To support the retention of knowledge and to address misconceptions, we incorporate strategies such as feedback starters, 'keep up, not catch up' interventions, and reflective sentences for older pupils to encourage self-assessment. Oracy is also a key feature of our lessons, enabling children to develop reasoning skills and explain their understanding clearly.

Impact

The impact of our maths curriculum is seen in the progress and confidence of our pupils, who move through the curriculum at a similar pace regardless of their starting points and enjoy the maths. Teachers use their professional judgement to allow sufficient time for pupils to learn and practise each topic area, reducing cognitive load and fostering a deeper understanding of concepts. By promoting perseverance and resilience, we encourage children to embrace mistakes as valuable steps in their learning journey.

At Great Missenden School, we tell our children that it is OK to be 'wrong' because the journey to finding an answer is most important. Maths books showcase a variety of fluency, reasoning, and problem-solving activities, demonstrating pupils' progress and their ability to apply their knowledge in different contexts. Our feedback and interventions support pupils in striving to excel, while regular exposure to real-world problems helps them understand the practical applications of mathematics. Pupils are equipped with the tools and strategies to tackle a wide range of challenges, developing their ability to reason verbally, pictorially, and in written form.

Both formative and summative assessments are used to ensure children are making progress from their starting points. We use PiXL testing and data analysis to monitor progress closely and to efficiently identify and support children not making enough progress. These assessments show the percentage of children at Age Related Expectations and Greater Depth Standard is above national average. Our teaching approach is designed to provide the right balance of challenge and support, enabling all learners to thrive and build a positive relationship with maths.

Knowledge is deeply embedded, providing pupils with the skills they need to succeed in future learning and in real-life situations. Our Maths Mastery approach ensures that every child is equipped with the educational keys to unlock their full potential in mathematics and beyond.