



Intent

At Great Kimble, our vision of Big Hearts, Bold Futures underpins our mathematics curriculum. We are committed to developing confident, resilient and ambitious mathematicians who carry their skills and understanding with them throughout their lives. We aim to equip every child with the knowledge, understanding and tools they need to progress successfully from EYFS to Year 6, enabling them to transition to secondary school as flexible, confident and reflective learners with a genuine curiosity and enthusiasm for mathematics. We want our pupils to see themselves as capable mathematicians who approach challenges with courage and determination. Through a 'Maths Mastery' approach, we provide rich, varied and high-quality teaching and learning experiences. We prioritise fluency, secure recall, reasoning and problem-solving, using concrete, pictorial and abstract representations to deepen conceptual understanding and ensure learning is meaningful and connected. Living out our big hearts, we create a nurturing and inclusive environment where mistakes are valued as opportunities to learn, perseverance is celebrated and every child feels supported and respected. We foster collaboration, empathy and a growth mindset so that children learn to challenge themselves and encourage one another. Striving for bold futures, we hold high expectations for all pupils. We are determined that every child, regardless of background or starting point, makes sustained progress and develops the confidence, independence and ambition to succeed. By the time they leave Great Kimble, our pupils are not only secure in mathematical knowledge but are courageous, thoughtful and forward-thinking learners, ready to embrace the next stage of their education and beyond.

Implementation

- Whole school maths mastery approach
- 5 daily maths lessons (75 minutes in year 1-6)
- arithmetic practise
- White Rose Scheme (WRM) of work used for year group planning and teaching
- NCTEM and PIXL resources used alongside WRM where necessary
- Enhanced and continuous provision in EYFS
- Teacher led inputs with clear modelling and sentence stems
- Independent practice in all lessons to apply skills
- Opportunity for deeper reasoning in every lesson using the principle of DAB (discuss, assess, back up - mainly in KS2)
- Concrete resources used to introduce concepts and methods before pictorial representations and introduction of concepts in the abstract – this can often be seen through an explore phase
- Live marking by teacher and LSA to identify and correct misconceptions in the lesson where possible
- Opportunities to explore patterns and investigate relationships or connecting ideas so that pupils can see that concepts in maths are not just discrete.
- OAP and scaffolds
- Immediate maths interventions (IMI) used to pick up misconceptions from a lesson, when needed
- Maths working walls
- Numbots and Times tables Rockstars used to develop key facts and commitment, and achievement celebrated in class and within the school community.

Impact

KS2 pupils achieve above national standards in maths. All pupils speak highly about the subject and make good to outstanding progress by building on prior knowledge and skills and are ready for their next stage of education. Pupils at Great Kimble have automaticity: quickly recalling facts and procedures efficiently and can apply them flexibly to a range of contexts. Pupils can think deeply about mathematics, demonstrating conceptual as well as procedural understanding whilst using a range of mathematical vocabulary to explain their reasoning. Pupils can work collaboratively and are aware that they can learn from their mistakes.



AMBITION



RESPECT



RESILIENCE



LOVE



COLLABORATION