Mathematics

At Wolsey House Primary School, we are committed to delivering a high-quality mathematics curriculum that enables all pupils to become confident, fluent and deep thinkers. Our approach is rooted in the **Teaching for Mastery** philosophy, supported by the **NCETM's Five Big Ideas**: **coherence**, **representation and structure**, **mathematical thinking**, **fluency**, and **variation**. These underpin our planning, teaching and assessment of mathematics across all year groups.
The mastery approach is fully inclusive and based on the belief that **all children can succeed in mathematics**. Lessons are carefully designed to ensure that every child can access the curriculum, develop a secure understanding, and make sustained progress. We follow the **White Rose Maths scheme** as the foundation for our long, medium, and short-term planning. While this provides structure and progression, it is not followed rigidly.

In Mathematics at Wolsey House Primary School we aim to...

Provide a coherently planned, sequenced mathematics curriculum that builds deep conceptual understanding and fluency.
Develop children's ability to reason mathematically using precise vocabulary, sentence stems, and representations that expose mathematical structure.
Enable children to solve increasingly complex problems with confidence, resilience, and creativity.
Foster mathematical curiosity and positive attitudes so **every** child believes they can succeed.
Ensure learning is inclusive and equitable through high-ceiling, low-threshold tasks that promote challenge for all.
Prepare children with the knowledge, skills, and mindset required for the next stage of their education and future employment.

In Mathematics at Wolsey House Primary School we aspire to achieve our aims by...

Structuring the curriculum around the White Rose Maths long-term plan, adapted flexibly to meet pupil needs and prioritise *Ready to Progress* objectives.
Following a consistent structure: Hinge question, *I do – We do – You do*, followed by rotation through Maths Talk, Reasoning, and Problem Solving stations.
Underpinning teaching using the NCETM Five Big Ideas: Coherence, Representation/Structure, Mathematical Thinking, Fluency, and Variation.
Using adaptive teaching to ensure all pupils work towards the same learning goal, with scaffolds and supports provided as needed to keep everyone "keeping up, not catching up."
Using Fluency Bee, Times Tables Rock Stars, and the Times Tables Challenge build number sense and automatic recall of key facts.

At Wolsey House Primary School we know that we have achieved our aims by...

Children demonstrating strong procedural fluency and conceptual understanding, applying both flexibly to new problems.
Children articulating their mathematical reasoning confidently using accurate vocabulary and clear explanations.
Children showing increasing independence, resilience, and curiosity in approaching unfamiliar problems.
Attainment and progress in mathematics improving across all groups, with a notable closing of the gender gap.
Representing mathematical ideas in multiple ways (concrete, pictorial, abstract) and explain connections between them.
Books and assessments showing clear progression of skills, deepened understanding, and well-sequenced learning over time.
Teachers demonstrating high subject knowledge and consistent use of mastery principles across the school.
Pupil voice and lesson observations showing enjoyment, engagement, and a belief that everyone can be successful in maths.
The school's approach producing confident, capable, and reflective mathematicians ready for the next stage of learning.