Mathematics Intent, Implementation and Impact

Intent

At St Cuthbert's Catholic Primary School, we believe that every child is a mathematician and that all children can achieve success in mathematics through a deep, connected and secure understanding of key concepts. Our curriculum is designed to ensure that children develop fluency, reasoning and problem-solving skills, enabling them to think mathematically with confidence and independence.

Our intent is to:

- Provide a coherent, well-sequenced curriculum built on the principles of Teaching for Mastery, ensuring all children move through learning at broadly the same pace.
- Ensure children develop deep conceptual understanding, not superficial recall, through small, carefully structured steps.
- Build mathematical fluency that allows children to apply knowledge flexibly and efficiently.
- Foster a culture where mathematical talk, reasoning and justification are central to learning.
- Ensure all children, including those with SEND, have access to high-quality representations, scaffolds and challenge.
- Develop confident, resilient learners who embrace challenge, value mistakes as learning opportunities, and see themselves as capable mathematicians.
- Provide a curriculum that is ambitious, inclusive and equitable, ensuring all children have the opportunity to achieve mastery.

Our curriculum is underpinned by:

- White Rose Maths as the core scheme of learning from Year 1 to Year 6
- Mastering Number as the core EYFS curriculum for early number, supported by White Rose for Shape, Space & Measure
- Additional Mastering Number sessions in Years 1 - 5 to strengthen additive and multiplicative fluency

- A subject lead who is a Primary Mastery Specialist working with the Great North Maths Hub, ensuring our practice reflects the most current and effective mastery pedagogy

Implementation

We deliver our intent through a consistent, research-informed approach to teaching and learning:

Curriculum Structure

In the Early Years Foundation Stage, we follow the NCETM Mastering Number programme to secure strong early number sense, White Rose EYFS resources support the teaching of Shape, Space & Measure. Continuous provision is carefully planned to embed mathematical thinking through play, exploration and talk. In Years 1–6 we use the White Rose Maths curriculum to ensure coherent progression, small steps, and consistent use of representations.

Lessons follow mastery principles:

- *Coherence* – small, connected steps
- *Representation & Structure* – concrete, pictorial and abstract models
- *Fluency* – efficient recall and flexibility
- *Variation* – conceptual and procedural
- *Mathematical Thinking* – reasoning, conjecture and generalisation

NCETM Mastering Number

Regular Mastering Number sessions in Years 1-3 strengthen number sense and additive fluency. Years 4 and 5 access additional Mastering Number sessions focused on multiplicative facts, supporting rapid recall and deep understanding of times tables.

Teaching Approach

Teachers use high-quality modelling, precise mathematical vocabulary and carefully chosen examples. Children are encouraged to explain, justify and reason using stem sentences and structured talk. Misconceptions are addressed through immediate feedback and targeted support. Challenge is provided through depth rather than acceleration.

Assessment

Ongoing formative assessment informs responsive teaching. Summative assessments track progress and identify gaps. Interventions are timely, targeted and based on mastery principles—not creating a separate curriculum.

Professional Development

The Maths Lead is a Primary Mastery Specialist working with the Great North Maths Hub, ensuring all staff benefit from specialist coaching, collaborative planning, lesson study and access to the latest mastery research and national developments. Regular CPD ensures consistency and high expectations across the school.

Impact

As a result of our mastery-aligned curriculum and high-quality teaching:

- Children develop deep, secure and connected mathematical understanding that they can apply confidently in new contexts.
- Children demonstrate fluency, flexibility and efficient recall of key number facts, including additive and multiplicative relationships.
- Children articulate their thinking clearly using accurate mathematical vocabulary.
- Gaps in understanding are addressed promptly, ensuring children keep up rather than catch up.
- Children show resilience, perseverance and a positive attitude towards challenge.
- Outcomes in mathematics are strong, reflecting the ambition of the curriculum.
- Children leave our school as confident, capable mathematicians, ready for the next stage of their education.

We measure impact through:

- Pupil voice demonstrating enjoyment, confidence and a sense of identity as mathematicians
- Work scrutiny showing progression, depth and consistency

- Assessment data showing strong progress for all groups
- Teacher observations evidencing high-quality mastery practice
- Reduction in the number of pupils requiring long-term intervention