



## **MATHS at Mousehole School**

### **Intent**

At Mousehole School, **mathematics is a top priority** and a key focus of our curriculum. Maths leadership is overseen by **Sarah Trow**, supported by teaching staff, local monitoring committee, and external professionals from our academy trust and local Maths Hub.

Our aim is that by the end of their primary education, children leave Mousehole School as **confident mathematicians** who can:

- Reason mathematically and justify their decisions.
- Appreciate the beauty and power of mathematics.
- Maintain a sense of enjoyment and curiosity about the subject.

Mathematics is a highly interconnected discipline that underpins understanding of the world and provides solutions to some of history's most intriguing problems. A high-quality maths education equips pupils with essential skills for life.

Developing confidence and a love for maths requires **fluency in fundamentals**, achieved through varied and frequent practice with increasingly complex problems. This builds conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.

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### **Implementation**

- **Staff Expertise:** All staff receive regular in-house training, professional dialogue, and opportunities for external CPD. Teachers have engaged in Maths Hub research projects and extended training programmes.
- **Early Years:** Our approach focuses on developing interest and confidence in maths through regular sessions, themed activities, and outdoor learning (e.g., Welly Wednesdays). Interventions address gaps in number cardinality, comparison, and composition, aligned with the 2021 EYFS framework.
- **Parental Engagement:** We encourage parents to celebrate maths and support fluency at home. Strategies include:
  - Maths workshops led by pupils during consultations.
  - Weekly maths posts on Seesaw.
  - Shared calculation policy and resources.
  - EYFS introduction meetings and individual support where needed.

- **Interventions:** To ensure all children keep pace, we use pre-teaching, precision teaching, and tech-based interventions.
  - **Curriculum & Progression:**
    - Whole-school calculation policy (regularly reviewed).
    - White Rose Maths planning framework for progression and depth.
    - Adapted plans for mixed-year classes.
  - **Resources & Pedagogy:**
    - CPA model, variation theory, problem-solving, reasoning, and fluency practice.
    - Concrete resources available in all classrooms.
    - Digital tools to develop automaticity and true fluency.
  - **Assessment:**
    - Termly assessments: SATs papers (Y2 & Y6), Maths.co.uk (Y1–Y5).
    - Pre- and post-unit assessments via White Rose Maths.
    - Weekly arithmetic papers for Y5 & Y6.
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### **Impact**

We aim for children to:

- Feel **confident and happy** learning maths.
- See its value in society and everyday life.
- Approach secondary school with a **“Can Do” attitude**.
- Make expected or better progress, understanding that mistakes are opportunities for learning.
- Appreciate that maths can be **fun and rewarding**.

### **Evidence of Impact:**

- **Pupil Voice:** Children speak enthusiastically about maths, relate learning to real-life contexts, and show confidence in tackling new areas.
- **Knowledge:** Quick recall of facts and procedures, mastery of skills, and ability to link arithmetic and reasoning.
- **Skills:** Use of mathematical vocabulary, resilience in problem-solving, pride in presentation, and enjoyment in demonstrating understanding.
- **Outcomes:** Termly assessments and end-of-key-stage data show strong progress. The 2025 KS2 results were **above local and national averages** for pupils achieving EXS and GDS, including both pupil premium and non-pupil premium groups.