SS Peter & Paul Catholic Primary School

Our Approach to Maths

How mathematics is taught at SS Peter & Paul · 2026–27

Intent

At SS Peter & Paul, our aim is that every child understands, enjoys and succeeds in mathematics. White Rose Maths provides a coherent, inclusive mastery curriculum, emphasising secure number knowledge, depth before breadth, and the connected development of fluency, reasoning and problem-solving.

As a Catholic school, we nurture perseverance, confidence, respect for others' ideas and the belief that everyone can grow as a mathematician. Pupils learn to make sense of methods, explain their thinking and apply what they know, rather than simply follow procedures.

Implementation

- **Curriculum and mastery:** White Rose Maths provides the core sequence from Nursery to Year 6 and follows a maths mastery model: ambitious learning for all, carefully connected small steps, frequent revisiting and depth of understanding before acceleration. National Curriculum coverage and Ready-to-Progress priorities inform planning.
- **Early Years:** Nursery's 24 White Rose blocks are used flexibly through play, stories, practical experiences and adult-led learning; Reception builds learning through sequenced small steps and continuous provision. Counting, subitising, composition, pattern, shape and spatial reasoning create strong foundations.
- **Mastering Number and KS1:** Mastering Number strengthens number sense in Early Years and Key Stage 1, including subitising, number composition, additive relationships and mental fluency. Years 1 and 2 extend these foundations through secure place value, number bonds, calculation, multiplication and division.
- **KS2 progression:** Pupils extend number and calculation to larger numbers, fractions and decimals, and deepen learning in measurement, geometry and statistics; later work introduces ratio, algebra and more complex multi-step problems. Teachers deliberately connect new content with previous learning.
- **CPA, vocabulary and oracy:** Teachers use a Concrete–Pictorial–Abstract approach with manipulatives, number lines, part–whole and bar models before and alongside formal methods. Precise vocabulary, sentence stems, reasoning questions and opportunities to compare strategies help pupils articulate their understanding.
- **Daily teaching and challenge:** Lessons combine retrieval, explicit modelling, guided practice and independent application. Rich problems and "dive deeper" tasks encourage pupils to justify, spot patterns and make connections rather than simply complete more questions.
- **Arithmetic and times tables:** Regular arithmetic practice and weekly checks develop efficient mental and written calculation. Times Tables Rock Stars (TTRS), including class competitions, supports recall of multiplication facts and helps Year 4 prepare for the statutory Multiplication Tables Check (MTC).
- **Inclusion and adaptive teaching:** All pupils work towards ambitious shared concepts. Carefully chosen representations, practical resources, pre-taught vocabulary, scaffolds and timely support enable pupils with SEND and pupils learning English as an additional language to access and communicate their learning; greater depth comes through reasoning.
- **Home learning:** In Years 3–6, weekly White Rose-linked Maths homework provides brief learning reminders and focused practice, allowing teachers to identify gaps. Learning by Questions (LBQ) homework can supplement this selectively; families are encouraged to support regular fluency practice.

Impact

- Pupils recall and use key number facts, understand why methods work and choose increasingly efficient strategies.
- Pupils describe, represent, justify and apply mathematical ideas accurately in unfamiliar and real-life problems.
- Pupils show resilience, independence and a willingness to learn from mistakes while supporting one another.
- Learning builds securely from EYFS to Year 6, preparing pupils for the next stage of their mathematical education.

Assessment

- **Every lesson:** Teachers use questioning, observation, pupil talk and work in books to check understanding, address misconceptions and adapt subsequent teaching.
- **Daily retrieval:** In Years 3–6, LBQ is used at the beginning of lessons to revisit previous learning and provide timely evidence of gaps or misconceptions.
- **Fluency:** Weekly arithmetic checks and ongoing multiplication practice highlight gaps in number facts and calculation strategies, informing additional practice.
- **Summative checks:** White Rose end-of-unit assessments and termly PiXL assessments inform gap analysis, responsive teaching and targeted support.
- **Pupil voice and monitoring:** Pupil conferencing explores the strategies children use and how securely they understand concepts; the Maths lead reviews evidence and attainment patterns with colleagues to identify priorities.