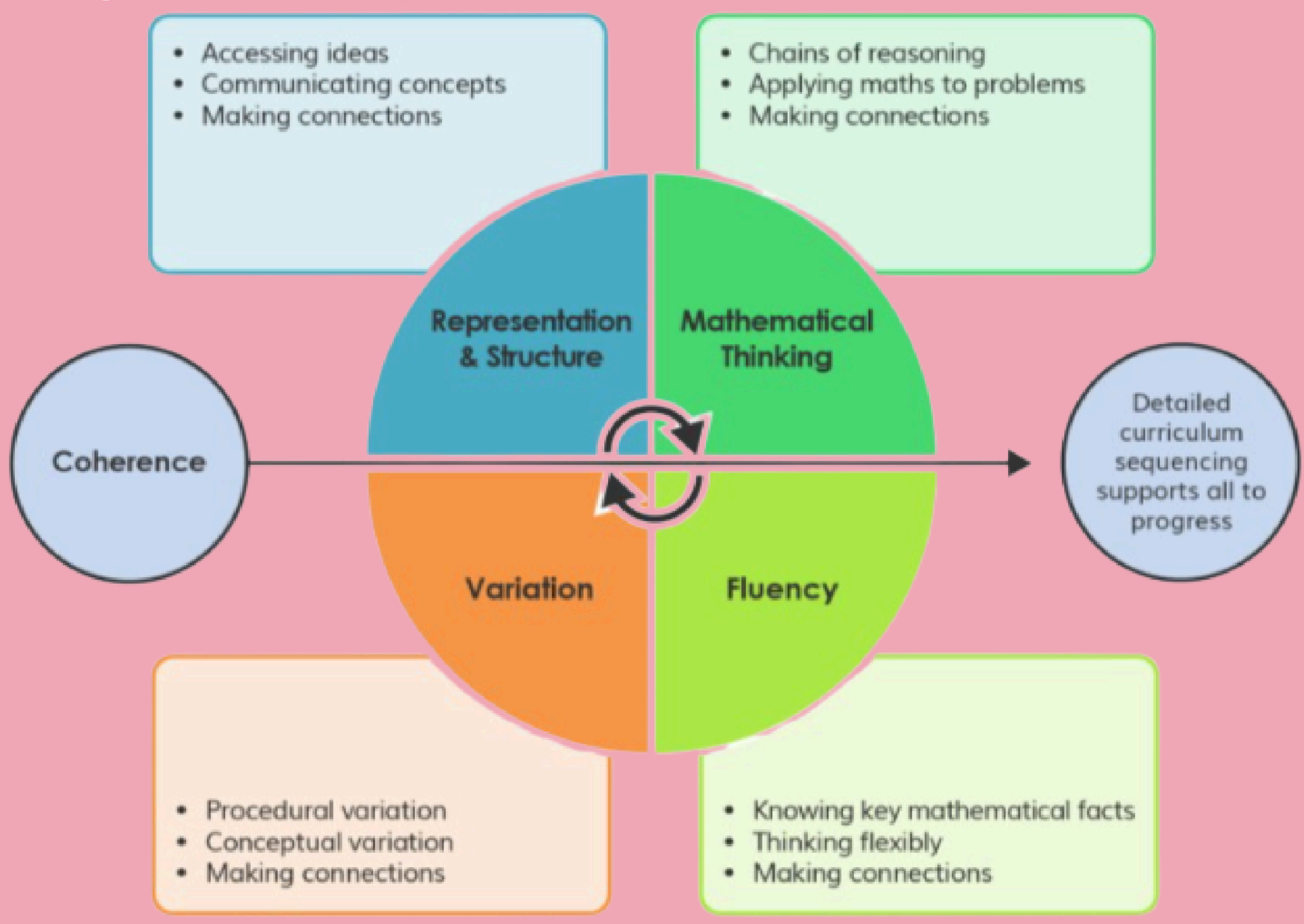
Maths

intent, implementation, impact

intent

At St Michael's, we want every child to enjoy mathematics and see themselves as capable mathematicians. Through our Teaching for Mastery approach, pupils develop a secure understanding of mathematical ideas that they can remember and apply in unfamiliar situations. We want them to become fluent with number facts and methods, explain their reasoning clearly and choose effective strategies to solve problems.



We have high expectations for pupils from every starting point. Pupils work towards a shared learning objective, with support to access the same mathematics and challenge that deepens their thinking. We encourage pupils to spot patterns, make connections and explain why a method works. As they become more confident, they learn to compare approaches, check whether an answer is reasonable and use mistakes to improve their understanding.

implementation

Pupils have a daily maths lesson from Year 3 to Year 6. In Years 3 to 5, short daily Mastering Number sessions provide additional practice, and all year groups practise times tables each week. Teachers plan together within each year group, using our medium-term plans and drawing on resources from the NCETM, White Rose and Power Maths. The NCETM's Five Big Ideas in Teaching for Mastery inform how teachers sequence learning, choose representations and develop fluency and mathematical thinking.

Lessons typically begin with fluency and counting activities before the teacher introduces the main learning in small, connected steps. Teachers use practical equipment, diagrams and carefully chosen examples to make the mathematics visible. Pupils rehearse precise mathematical language through stem sentences, discuss their thinking with a partner and use mini-whiteboards to show what they understand. Friday lessons include a reasoning starter and a focus on arithmetic.

Independent practice builds directly on whole-class teaching. Teachers vary examples so pupils can notice what changes and what stays the same, helping them decide when a method will work. Practical resources, maths mats and prompts help pupils access the shared task, while further challenges deepen their reasoning. Same-day intervention gives pupils another opportunity to work through a misconception, and weekly pre-teaching helps selected pupils prepare for upcoming lessons.

impact

We look for pupils to recall and use number facts with increasing fluency, choose methods with growing independence and explain why their answers make sense. Progress is also evident when pupils apply a familiar idea to a new problem, use a diagram to justify their thinking or explain why one method is more efficient than another.

Teachers check understanding throughout each lesson by listening to pupils' explanations, reviewing mini-whiteboard responses and checking independent work as pupils complete it. They give immediate verbal feedback so pupils can act on it during the lesson. These checks help teachers decide whether to revisit a concept with the whole class, provide targeted support or deepen the challenge.

In Years 3 to 5, teachers use White Rose assessments each term. In Year 6, pupils complete past SATs papers each half term. Teachers consider these results alongside classroom evidence to identify what pupils have secured and where they need further practice. This helps year-group teams plan what to revisit and check whether pupils can still use earlier learning when they meet it in a different context.