Maths Intent statement 2026/27

Intent: Introduction, Vision and Philosophy

At Park Gate Primary School, our intent is to provide all children with a deep and secure understanding of mathematics that will serve them throughout their lives. We follow a mastery approach supported by the NCETM principles, ensuring that every pupil develops fluency, reasoning and problem-solving skills in line with the National Curriculum.

Implementation: : What does Maths look like at Park Gate?

At Park Gate Primary School, we believe that mathematics is for everyone. Through carefully structured small steps, we provide opportunities for all pupils to access, enjoy, and succeed in maths, regardless of their starting points. Lessons are designed to build conceptual understanding alongside procedural fluency, allowing children to make rich connections and apply their knowledge in a variety of contexts. By the end of Year 6, we strive for every child leaving Park Gate as a confident, resilient, and enthusiastic mathematician, well prepared for the next stage of their education and able to use mathematics in their everyday lives.

- In all maths lessons, teachers use high quality resources and representations, models and images to deliver interactive teaching inputs.
- During teaching time, pupils are actively involved in the learning and can be seen thinking along with the teacher by answering questions, following the school's 'no hands up' approach, talking with their partner and answering questions on whiteboards.
- High quality mathematical language is used by teachers and pupils. Stem sentences are used to provide the language and structure pupils need to verbalise and explain their mathematical thinking.
- Within a lesson, pupils confidently share their thinking with one another using excellent mathematical language to explain their understanding.
- All of our classrooms are decorated with key models and visual representations to further support this connection and support them when they are ready to use abstract methods, such as column method, to solve calculations.
- In line with the Primary National Curriculum, tasks are designed carefully to not only allow pupils to become fluent but to also show their mathematical reasoning, explore concepts in different contexts and apply their mathematical thinking to solve problems.
- pupils who have grasped this new learning rapidly, being further challenged with deepening tasks. Deepening tasks challenge pupils to expand their understanding of the learning by applying it to different contexts or solving more complex problems.
- Fluency of number facts is secured through the teaching of the Mastering Number programme, curated by the NCETM, in EYFS, Year 1, Year 2, Year 3, Year 4 and Year 5.

Impact: Evidence and Assessment

Our teachers use formative assessment at the end of each domain. The children are assessed on the National Curriculum objectives that they have been taught. Every child's progress is measured using the Mathematics National Curriculum. Summative assessments are used throughout the year at different points to gauge the progress the children have made throughout the year. They also allow the teachers to highlight gaps in learning and plan accordingly for the following domains or interventions.

Statutory summative assessment happens in Year 4 and Year 6. In Year4, the children are assessed on their multiplication facts recall. Where as in KS2, Year 6 are formally assessed through SATs through arithmetic and reasoning paper.