



COLESHILL *C of E*
PRIMARY SCHOOL
AND **NURSERY**

COLESHILL C of E PRIMARY SCHOOL

Maths Curriculum

With God's love, we grow and flourish together







Our School Vision

With God's love. we grow and flourish together

Our vision is for a vibrant, connected, inclusive school where curiosity runs wild, nature inspires learning, and kindness shapes choices, interactions and relationships. Rooted in our Christian faith, we will nurture joy and resilience in everyone, so that they flourish as unique individuals, knowing what it is to belong and to be loved. Confidence, creativity and hope will shape thoughtful, responsible citizens who can make a difference in our world.

Our Values

Our policies are based on Christian values. Pupils will be taught and encouraged to lead by example guided by the values of honesty, respect, kindness, perseverance, self-control and forgiveness.

 <p>Honesty</p>	With God's love, we are truthful so we can be trusted and grow in wisdom.	<i>"Speaking the truth in love" (Ephesians 4: 15)</i>
 <p>Kindness</p>	With God's love, our words and actions are thoughtful and friendly, so everyone in our community feels welcome.	<i>"Clothe yourselves with kindness, humility, gentleness and patience" (Colossians 3: 12)</i>
 <p>Respect</p>	With God's love, we care for others, ourselves and our school, so we listen and use good manners.	<i>"In humility, value others above yourselves" (Philippians 2: 3)</i>
 <p>Perseverance</p>	With God's love, we have the highest expectations of ourselves, so we keep trying even when we find things hard.	<i>"Perseverance (produces) character and character, hope" (Romans 5: 4)</i>
 <p>Self-Control</p>	With God's love, we stop and think about our feelings and actions, so we keep ourselves and others learning and safe.	<i>"The Holy Spirit produces this kind of fruit in our lives: love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control" (Galatians 5: 22)</i>
 <p>Forgiveness</p>	With God's love, we choose to forgive and let things go, accepting when someone is sorry so we can build bridges and form trusting relationships	<i>"Forgive us our sins as we forgive those who sin against us" (Luke 11:4)</i>

Our Curriculum Aims

Our vibrant curriculum is rooted, connected and inclusive. It is shaped by our Christian vision and values and our commitment to continuous improvement. Founded in a culture of love, dignity and belonging, it ensures every child feels safe, known and valued. The curriculum provides rich, purposeful experiences that foster curiosity, joy, creativity and high aspirations. Learning is planned to build meaningful connections across subjects and community contexts, ensuring coherence and relevance. We challenge every child to be ambitious and achieve their very best, developing the confidence and resilience needed to reach their full potential. Our curriculum is designed to prepare children with the knowledge, skills and wisdom they need to thrive as responsible, hopeful citizens in our diverse and changing world.

Our Curriculum Drivers



Vibrant

- Provide rich engaging and creative learning experiences that inspire curiosity, enjoyment, and a lifelong love of learning.
- Foster imagination, independence and critical thinking through practical activities, enrichment opportunities, celebrations, and educational visits.
- Inspire learning through aspirational expectations that encourage resilience and pride in achievement.



Rooted

- Ground learning in our Christian vision and values, providing strong foundations for life and learning.
- Nurture character, wellbeing, spiritual and moral development, promoting compassion, respect and dignity for all.
- Champion sustainability and stewardship, encouraging children to care for the world around them.



Connected

- Design learning that is carefully sequenced and coherently linked across subjects and themes
- Help children build knowledge progressively and see relevance through real life and community contexts.
- Foster a strong sense of belonging and responsibility within school and the wider local and global community.



Inclusive

- Ensure every child feels welcomed, valued, and able to succeed by identifying and removing barriers to learning.
- Adapt teaching to meet diverse needs and celebrate the uniqueness of every child.
- Promote equity, diversity, and active compassion, so all children can flourish and contribute positively to society.

Maths Vision

Resilient

At Coleshill we strive for our pupils to approach mathematical challenges with resilience, persevering through complex problems to achieve success.

Adaptable

At Coleshill, children demonstrate adaptability by applying their mathematical understanding confidently across a range of contexts and representations.

Secure

At Coleshill, we ensure every child builds a secure, long-term understanding of mathematics that forms a strong foundation for future learning.

At Coleshill CE Primary, our Mathematics curriculum has been developed so that all children are able to fluently tackle problems in different contexts, problem solve by being *resilient* learners that can *adapt* effectively, and apply reasoning skills to ensure they fully understand what they are learning. This understanding is provided through a concrete, pictorial and abstract approach which links closely with the activities provided to develop the long-term memory. Through fun, engaging and sequenced lessons, we endeavour to ensure that an enthusiastic attitude, and a *secure* understanding, stays with them for life.

Intent:

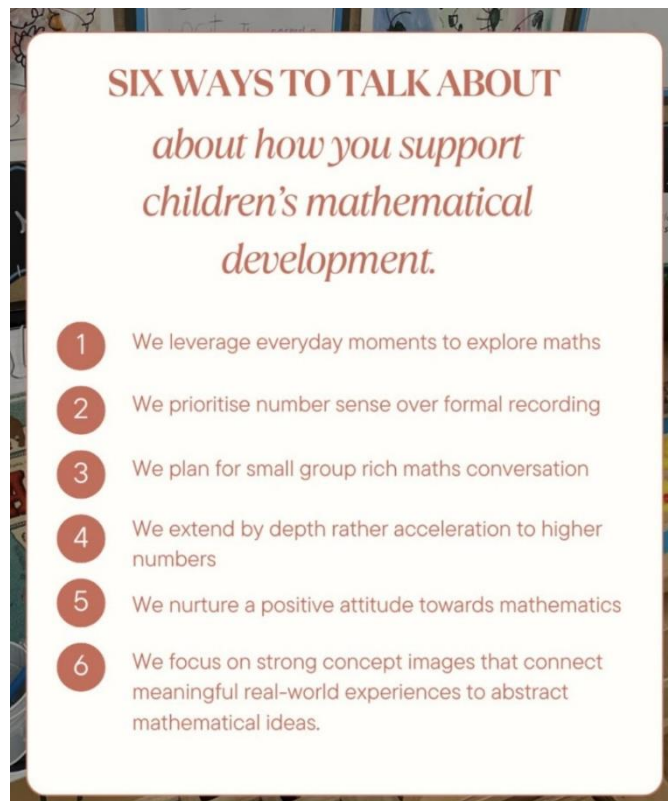
- Ensure a coherent, well-sequenced maths curriculum that builds fluency, reasoning, and problem-solving through mastery pedagogy.
- Align teaching with national curriculum expectations and mastery principles.
- Develop teachers' and children's confidence

Implementation: Underpinning Strategies

- Use high-quality schemes and adapt them for school context.
- Provide CPD for staff on mastery, manipulatives, and reasoning strategies.
- Monitor teaching through lesson observations, book looks, and pupil voice.
- Ensure consistent use of concrete-pictorial-abstract (CPA) approach across year groups.

Our Approach to Maths in EYFS

In the Early Years Foundation Stage, we use the White Rose Maths small steps to guide planning and delivery. We recognise that a strong focus on early number skills is essential, as these form the building blocks for all future mathematical learning. Through practical, engaging activities, we help children develop a deep understanding of number, patterns, and relationships, ensuring they are ready to progress confidently into KS1 and beyond.



Our Approach to Maths in KS1

At Coleshill Primary, we are committed to building strong foundations in mathematics for every child. In Key Stage 1, we follow the White Rose Maths scheme as our main curriculum, ensuring a structured, progressive approach to developing fluency, reasoning, and problem-solving skills.

To support early number sense, we also implement the Mastering Number programme. This initiative focuses on developing children's confidence and flexibility with numbers through daily short sessions. By strengthening understanding of number relationships and patterns, pupils gain the essential skills needed for future success in mathematics.

Together, these approaches help us provide a rich, balanced maths curriculum that meets the needs of all learners and aligns with the expectations of the National Curriculum.

Our Approach to Maths in KS2

In Key Stage 2, we build on the strong foundations developed in Early Years and KS1. We continue to follow and adapt the White Rose Maths scheme, ensuring progression and depth across all areas of the curriculum. This approach helps pupils develop fluency, reasoning, and problem-solving skills in increasingly complex contexts.

A key focus in KS2 is times tables mastery. We have a structured plan to ensure pupils gain rapid recall of multiplication facts, which underpins success in more advanced mathematical concepts. Through targeted practice, interactive activities, and regular assessment, we support every child to achieve confidence and accuracy with times tables by the end of Year 4, in line with national expectations.

Our aim is to provide a rich, challenging maths curriculum that prepares pupils for the next stage of their learning and fosters a lifelong enjoyment of mathematics.

Lesson Structure and Sequence

Lesson structure

- 1) In our maths lessons, we are mathematicians.
- 2) We read the Learning Intention (LI) together so we know what we are learning and can refer back to it if needed.
- 3) We start with an ITF to recall prior learning.
- 4) We use an anchor activity to prepare for new learning and address any misconceptions.
- 5) We adopt a collaborative, mastery approach during the main part of the lesson – this can sometimes follow the structure: I DO, WE DO, YOU DO. Here, misconceptions are addressed and new skills are taught (oracy focus).
- 6) Children then practise their skills independently, using answer sheets to check their progress as they go.
Teachers will visit children on their flight path throughout the lesson and/or work with a targeted group based on assessment for learning.
- 7) Mini-plenaries are sometimes used to revisit specific skills or questions that need attention.
Children reflect on their learning at the end of the lesson or at the start of the next.

Lesson sequence

- At Coleshill, we use White Rose Small Steps to sequence our learning.
- These steps form part of each year group's long-term plan.
- Teachers can adapt the steps as needed to meet the needs of their class.
- Resources may be drawn from a variety of sources to supplement the White Rose scheme.

Assessment

Ongoing Assessment in Maths

We assess pupils' progress using the White Rose small steps, supported by a detailed tracking document that records attainment across the year. This ensures that pupil progress meetings are underpinned by accurate, consistent assessment information. Children use Assessment for Learning strategies to understand their learning journey and identify the level of challenge most appropriate for them.

Promoting Independence Through Self-Marking

Self-marking stations enable children to check their own answers, identify misconceptions, and revisit areas where they need further practice. This process helps foster independence, resilience, and perseverance, as pupils learn to reflect on mistakes and improve their understanding.

Teacher Feedback and Targeted Support

Teachers use ongoing assessments and pupil feedback to plan next steps, ensuring support is provided at the right time—during the lesson, the following day, or through structured intervention groups. This responsive approach helps all children make sustained progress.

Termly NFER Summative Assessments

In line with BDMAT expectations, pupils complete NFER summative assessments each term. The outcomes of these assessments inform teachers' planning, highlight areas requiring additional focus, and help guide the development of targeted intervention groups.

Tracking, Analysis, and Accountability

Teaching staff mark all assessments themselves to support effective future planning. Results are tracked termly and analysed systematically, with teachers completing detailed question analysis for arithmetic papers. This analysis helps shape focused interventions and supports the inclusion of similar question types in maths starters, linked to our 'Interrupting the Forgetting' approach. Assessment outcomes are then shared with the BDMAT central team to ensure consistency and accountability across the trust.

Monitoring

Book Scrutiny

Book scrutinies take place every term and are led by the maths lead. Each scrutiny has a clear area of focus, and teachers receive immediate feedback. These focus areas are revisited in later checks to ensure progress, and tailored CPD is provided where needed.

Lesson Observations

Termly lesson observations are carried out by the maths lead, each with a specific focus. Immediate feedback is given to teachers, and CPD is offered if required. Areas identified for development are monitored in future observations.

Data Reviews

Every term, the maths lead and class teachers review pupil data, including White Rose Small Steps and NFER assessments. This information is used to identify gaps in learning, inform targeted interventions, and feed into the 'Green Route' of planning wherever possible.