

Intent

GROWTH: Teaching staff are positive role models who promote a love of mathematics. White Rose offers a carefully sequenced, small-steps approach that allows pupils to build deep and secure knowledge over time. Pupils are motivated by seeing how concepts link together and begin to approach problems logically and systematically.

RESILIENT: Core maths lessons are taught daily, with regular fluency sessions (“Maths Blast”) embedded to reinforce knowledge and recall of key facts. Roe Farm staff promote a positive attitude towards mathematics and support all children to develop confidence, independence, and perseverance when solving problems.

OPPORTUNITIES: Teachers actively support and encourage pupils, ensuring success through a variety of question types and challenges. Children are motivated to take risks and embrace mistakes as part of their learning journey, strengthening their perseverance and love of learning.

WONDER: At Roe Farm we aim to develop curious, confident, and competent mathematicians. Through the White Rose approach, we foster deep conceptual understanding using concrete, pictorial, and abstract representations. This encourages mathematical talk, reasoning, and secure connections across topics.

TEAM WORK: White Rose is built around a mastery approach which ensures all children have access to the same curriculum content. Collaborative tasks provide opportunities for pupils to discuss, reason, and problem-solve together, promoting a “can do” culture in maths.

HEAD, HEART, HANDS: Working walls and visual supports help pupils to secure knowledge and vocabulary. Lessons are structured with high expectations that all children can achieve success, while providing opportunities for depth and challenge for those ready to apply their understanding further.

Subject on a Page

MATHS

Implementation: Planning

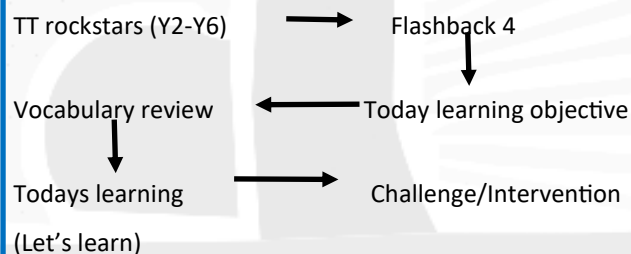
White Rose Maths provides a coherent, progressive curriculum from Reception to Year 6.

Lessons follow a small-steps approach, ensuring concepts are introduced gradually and revisited to build long-term retention.

Planning slides are consistent across school to build repetition and reinforce mathematical vocabulary.

Fluency, reasoning, and problem-solving are embedded in every unit of learning.

Implementation: Learning Sequence



Implementation: Teaching and Learning Pedagogies

Daily flashback 4 retrieval practice to consolidate and revisit prior learning.

Concrete–Pictorial–Abstract (CPA) approach consistently applied to deepen understanding.

Vocabulary explicitly taught and reinforced to support reasoning and mathematical talk.

Progression maps ensure knowledge is built upon year by year.

Implementation: Resources

- ⇒ White Rose subscription for all year groups.
- ⇒ Full range of manipulatives available (e.g. cubes, place value counters, number lines, fraction resources).
- ⇒ “TT Rockstars” subscription to support fluency in number facts.

Implementation: Curriculum Links

Maths is woven across the wider curriculum, with real-life contexts and cross-curricular links highlighted (e.g. data in science, measure in DT, coordinates in geography, coding in computing).

Teachers plan opportunities for children to apply mathematical skills in authentic and meaningful ways.



Implementation: Environment

Classrooms feature functional maths working walls with:

Unit-specific vocabulary.

- Visuals and strategies to support independence.
- Concrete and pictorial representations.
- Current challenges and worked examples.
- Maths-rich environments encourage independence, resilience, and a love of learning.

Implementation: Feedback

Regular, immediate feedback given during lessons.

Peer and self-assessment opportunities develop independence and resilience.

Written feedback used where appropriate to consolidate and challenge further.

Impact: Evidencing

Maths Blast books, lesson books, and TT Rockstars data evidence progression and fluency.

Additional outcomes may be captured through photographs or videos of practical learning.

Sonar data used to track pupil progress and attainment.

Impact: Assessment

Retrieval tasks at the start of each lesson assess prior learning and retention.

Live marking and questioning provide ongoing formative assessment.

End-of-unit White Rose assessments (and NTS where appropriate) used for summative assessment.

Implementation: Support

Quality First Teaching strategies used to support all learners.

Scaffolded tasks and targeted questioning support independence.

Direct support for individuals and small groups where required.

Stretch and challenge provided for more able learners.

Open-door culture for sharing good practice.

Impact: Monitoring

Tiered approach including book looks, pupil voice, staff voice, and learning walks.

Annual in-depth subject deep dive with SLT.

Outcomes reported to SLT and year groups.

Maths governor meetings twice a year to review progress and priorities.

