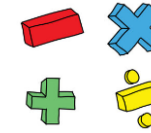
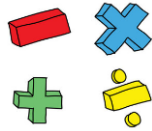


Chester Park Federation Curriculum Statement: Maths



Intent



The aim of the Chester Park Mathematics curriculum is to ensure that all pupils develop as confident and capable mathematicians. The curriculum is designed to provide a coherent and carefully sequenced progression of knowledge and skills, enabling pupils to build secure understanding over time. It supports pupils in becoming fluent in calculation, while developing their ability to reason mathematically and solve problems with increasing sophistication.

A mastery approach underpins the curriculum, ensuring that all pupils access the same core learning, with appropriate support and challenge to deepen understanding. Pupils are encouraged to think mathematically, make connections, and apply their knowledge in a range of contexts. Regular opportunities for review and retrieval strengthen retention, while reflection and self-correction promote resilience and independence.

Mathematics is taught in a purposeful and relevant way, with meaningful links to real-life contexts. This ensures that pupils are well prepared to apply their mathematical understanding in everyday situations and are ready for the next stage of their education.

Implementation

Mathematics is taught from EYFS to Year 6 through a consistent and cohesive approach that supports pupils in building secure understanding over time. At Chester Park, planning is informed by the NCETM to ensure clear progression across mathematical concepts, with key knowledge revisited to strengthen understanding and retention. Teaching enables pupils to develop efficient and accurate methods through clear teacher modelling, the consistent use of representations and structures, and regular opportunities to practise and apply new learning. A mastery approach underpins teaching, where concepts are introduced through concrete resources, developed through pictorial representations, and secured through abstract understanding. Reasoning is embedded throughout. "Number sense" programme is used in Key Stage 1 to support pupils in developing fluency and secure recall of key mathematical facts, while "Times Table booklets" are used in Key Stage 2 to secure multiplication and division knowledge. In the Early Years, mathematical learning is embedded within continuous provision, both indoors and outdoors. Carefully planned interactions enable children to apply taught concepts in meaningful contexts, promoting mathematical talk and deepening understanding. Assessment for learning is integral to all lessons. Hinge questions are used to check understanding and inform responsive teaching, ensuring that instruction is adapted to meet the needs of all pupils. Over time, pupils are supported to become increasingly independent through self-assessment, enabling them to reflect on their learning, identify errors, and make improvements. Problem solving and reasoning are central to the curriculum, providing pupils with regular opportunities to apply their knowledge, explain their thinking, and make connections across different areas of mathematics.

Impact

By the end of EYFS, pupils demonstrate a secure understanding of numbers to 10 and a developing understanding of the number system to 20, ensuring they are well prepared to access the Key Stage 1 curriculum.

In Key Stage 1, pupils build a strong foundation in the wider number system and the four operations. The majority of pupils are able to access abstract concepts, apply their knowledge in a range of contexts, and begin to reason mathematically. By the end of Year 4, pupils demonstrate fluent recall of multiplication tables, in line with national expectations. This supports their ability to work efficiently and accurately across the mathematics curriculum.

By the end of Key Stage 2, pupils are expected to meet age-related expectations. Pupils are able to apply their mathematical understanding to a wide range of reasoning and problem-solving contexts, demonstrating fluency, accuracy, and confidence. Ongoing formative assessment ensures that teaching is responsive and learning is pitched appropriately. Where pupils do not meet expected standards, timely and targeted support is implemented, with clear individual targets to support progress and attainment. As a result, gaps in learning are identified early and diminishing differences between groups, including pupils with SEND and disadvantaged pupils, are effectively addressed.