At Whitley Memorial Primary School, we are committed to providing a high-quality mathematics education that ensures every pupil becomes a confident, fluent and reflective mathematician. The following sections outline key areas of our approach to teaching and learning in maths, highlighting the rationale behind our strategies, how they are implemented in the classroom, and the impact they are having on pupils' outcomes. Our ongoing focus on consistency, fluency and inclusive practice ensures that all children are supported to achieve success in mathematics.

Area	Intent	Implementation	Impact
Feedback and Live Marking	At Whitley Memorial, we recognise that high-quality feedback is one of the most effective strategies to support pupil progress. Drawing on research from the Education Endowment Foundation (EEF), our approach to feedback focuses on being timely, specific and actionable. We aim to ensure pupils receive meaningful feedback that helps them to understand what they are doing well and what they need to improve, with an emphasis on addressing misconceptions as they arise. Live marking plays a central role in achieving this, supporting immediate responses that move learning forward within the lesson.	All staff have received training on effective live marking and classroom circulation strategies. Teachers are expected to actively move around the room during lessons, providing on-the-spot feedback, identifying and addressing misconceptions, and using questioning to deepen understanding. This responsive approach enables pupils to receive support in the moment, maximising the learning impact of every lesson. Live marking is supported by a consistent marking policy that emphasises clarity and simplicity. Written feedback is used selectively, with the priority placed on verbal feedback and pupil interaction. Teachers use mini-plenaries and targeted interventions during lessons to address common errors or misunderstandings as they emerge.	Pupils benefit from immediate, tailored feedback that helps them correct misconceptions quickly and build on their strengths. Work in books shows increased accuracy and improved presentation and pupils are more able to explain and reflect on their learning. Observations and learning walks show more purposeful classroom environments, where pupils remain focused and supported throughout the lesson. Staff report increased confidence in their ability to assess and adapt in real-time, contributing to improved pupil outcomes and greater consistency in teaching quality across the school.
Modelling	Effective modelling is fundamental to high-quality teaching and learning in mathematics. At Whitley Memorial, we aim to ensure that all pupils are supported to understand new concepts through clear, structured	Teachers follow a consistent modelling approach based on the 'I do, we do, you do' structure. This gradual release model scaffolds learning, beginning with clear teacher explanation and demonstration ('I do'), followed by guided practice with pupils ('we do'), and moving towards independent application ('you do'). Staff have	Pupils are more confident in their understanding of new concepts and demonstrate increased independence in applying them. Lesson observations show greater clarity in teacher explanations and more effective

	teacher modelling that is responsive to their needs. We recognise that while commercial resources can be helpful, they must be carefully adapted to ensure they are purposeful, focused, and accessible to all learners.	received training on how to adapt purchased resources such as PowerPoint slides to suit their specific class context—this includes reducing cognitive load by removing unnecessary content, clarifying visual elements and sequencing examples more logically. Teachers are expected to model both procedural fluency and mathematical reasoning, including the use of appropriate mathematical vocabulary and structured sentence stems. Mini-whiteboards are used regularly to support modelling and enable responsive teaching.	use of classroom time. The consistency of the modelling approach across classrooms has contributed to improved pupil outcomes and stronger progression within and across year groups. Pupils are able to explain their thinking more clearly and demonstrate improved accuracy in their independent work.
Arithmetic Practice	Arithmetic fluency forms the foundation for success across the mathematics curriculum. At Whitley Memorial, we recognise that secure number knowledge and confidence with written methods are essential for pupils to access reasoning and problem-solving tasks. Internal assessment and performance data identified arithmetic as a key area for development, prompting a school-wide focus on strengthening pupils' core number skills and written calculation strategies.	To support the development of arithmetic fluency, every maths lesson begins with a focused arithmetic starter. These short, high-impact sessions provide regular opportunities for pupils to practise key skills, revisit written methods, and strengthen recall of number facts. Content is deliberately spaced and interleaved to support long-term retention and to reinforce connections across concepts. Children's arithmetic understanding is assessed regularly using short, low-stakes assessments. Teachers use this information diagnostically to inform planning, address misconceptions and tailor teaching to meet the needs of their class. Staff have received CPD on the design and delivery of arithmetic starters, including how to build progression over time and respond to gaps identified through assessment.	Pupils show greater confidence and fluency when completing arithmetic tasks. They are increasingly able to select and apply written methods accurately and efficiently. Assessment outcomes show clear improvement over time and classroom observations reflect increased pace and confidence in lessons. The consistent use of arithmetic starters has contributed to stronger mathematical foundations and supported pupils in accessing more complex curriculum content with greater success.
Supporting Disadvantaged Pupils	At Whitley Memorial, we are deeply committed to addressing educational inequality and	Disadvantaged pupils are at the centre of our improvement planning. Following detailed performance analysis, senior leaders work with	Disadvantaged pupils are making stronger progress and are increasingly achieving in line with

	ensuring that every pupil, regardless of background, has the opportunity to succeed. Disadvantaged pupils make up a significant proportion of our school community and data analysis has consistently shown a gap in attainment compared to their peers. Supporting disadvantaged children is the golden thread that runs through all aspects of our school practice, including the teaching and learning of mathematics.	teachers to set aspirational, personalised targets. In the classroom, these pupils are routinely prioritised for support: their work is marked first, they are regularly assessed during lessons and they benefit from focused questioning and tailored scaffolds that enable them to succeed independently. Seating plans are constructed strategically to support participation and peer learning. We have taken proactive steps to raise expectations of what disadvantaged pupils can achieve, ensuring that all staff hold an ambitious view of their potential. Teachers receive regular training and coaching on inclusive practice, adaptive teaching and the use of feedback to accelerate progress. Beyond the classroom, disadvantaged children are prioritised for enrichment opportunities and wider school experiences. Our aim is that these pupils are not only included, but over-represented at school events, clubs and academic interventions—helping to build confidence, belonging, and cultural capital.	their peers. They are more engaged, confident and active participants in lessons. Monitoring and book reviews show improved quality and quantity of work, with greater independence and accuracy evident over time. The visibility and status of disadvantaged pupils in classrooms and across the wider school community have significantly increased and staff are united in their commitment to championing their success.
Gaps in Prior Learning	At Whitley Memorial, we understand that secure prior knowledge is essential for pupils to access new mathematical learning confidently. Our curriculum is designed to build knowledge progressively, but we also recognise the importance of	Teachers use a range of strategies to identify and respond to gaps in prior learning. Lessons often begin with short diagnostic tasks or retrieval activities that provide insight into pupils' starting points. This enables staff to make informed decisions about how to pitch and pace the lesson, and where necessary, to provide pre-teaching or	Pupils are increasingly confident in engaging with new learning, as teaching is closely matched to their needs. Gaps are addressed promptly, preventing misconceptions from becoming embedded. Monitoring shows that pupils are more able to apply

	adapting teaching to ensure all children are ready to learn. Identifying and addressing gaps in understanding is a key aspect of our teaching approach and underpins our commitment to ensuring every pupil can achieve success in mathematics.	additional scaffolding to secure key concepts before introducing new content. Formative assessment is embedded throughout every lesson. Teachers actively check for understanding and adapt their explanations, examples, or tasks in real time. When gaps are identified, immediate action is taken—whether through in-lesson support, targeted group work or adjustments to subsequent planning. This responsive, evidence-informed approach ensures that all pupils are supported to access the curriculum and make strong progress, regardless of their starting point.	prior knowledge effectively and build on it with success. Staff are confident in using assessment to guide planning and instruction, leading to greater consistency and impact across the school.
Consistency of Written Methods	A consistent and progressive approach to written methods is essential for building pupils' confidence, efficiency, and conceptual understanding in mathematics. At Whitley Memorial, we are working to ensure that all children are taught formal methods in a coherent and carefully sequenced way. This avoids the need for pupils to re-learn or unlearn strategies year after year, and instead supports a deeper understanding of why methods work and how they can be applied flexibly.	Work is underway to develop and embed a clear, school-wide calculation policy that outlines the progression of written methods across year groups. This ensures that teaching builds logically on what has come before, with each method introduced at the most appropriate time and taught with precision. Teachers are supported to focus on efficient, reliable strategies that promote conceptual understanding, rather than shortcuts that may lead to misconceptions—such as 'adding a zero' when multiplying by 10. Staff training and planning support ensure that written methods are modelled consistently across classes and aligned with the school's agreed progression.	Although at an early stage, pupils are already demonstrating greater clarity and confidence in their written methods. Over time, this consistency will reduce confusion, deepen understanding and support more secure progression through the curriculum. Teachers report increased clarity in their own planning and modelling, and the introduction of a formal calculation policy is helping to raise expectations and reduce variation across classrooms.

		Pupils are encouraged to explain their methods, make connections between operations, and apply their written strategies across different contexts.	