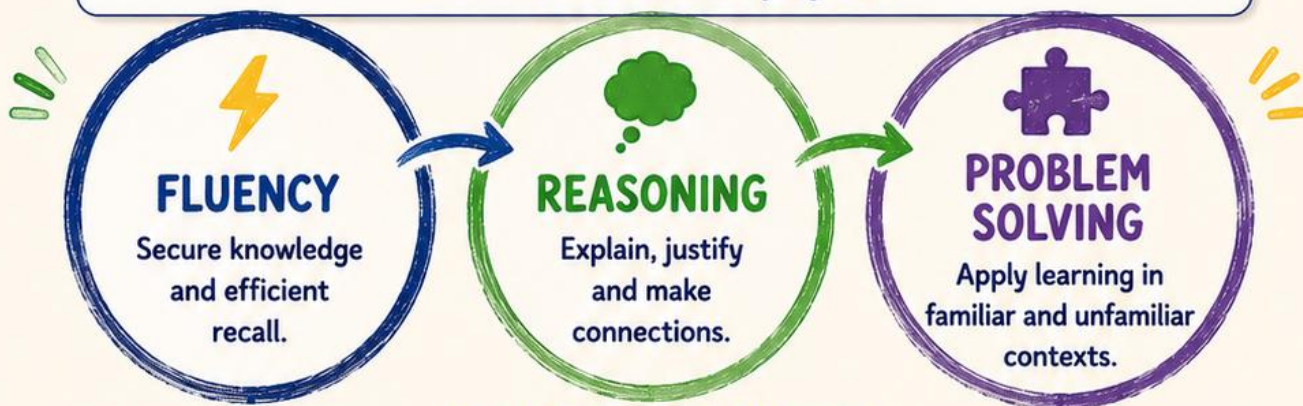


OUR VISION FOR MATHEMATICS

CONFIDENT • CURIOUS • RESILIENT • FLUENT

At St Stephen's, we believe every child can be a mathematician. Our mathematics curriculum develops confident, curious and resilient learners who understand mathematics, make connections and can apply their knowledge independently. We want children to see mathematics as meaningful, purposeful and relevant to their everyday lives.



WE WANT EVERY CHILD TO...

KNOW IT

Develop secure mathematical knowledge.

UNDERSTAND IT

Use models, representations and mathematical language to understand why.

EXPLAIN IT

Reason, justify and communicate mathematical thinking.

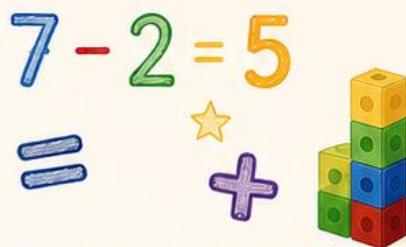
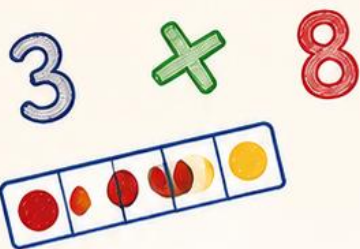
APPLY IT

Choose and use mathematics confidently to solve problems.

★ EVERY CHILD • EVERY CHANCE • EVERY DAY ★

High expectations • Strong foundations • Success for all

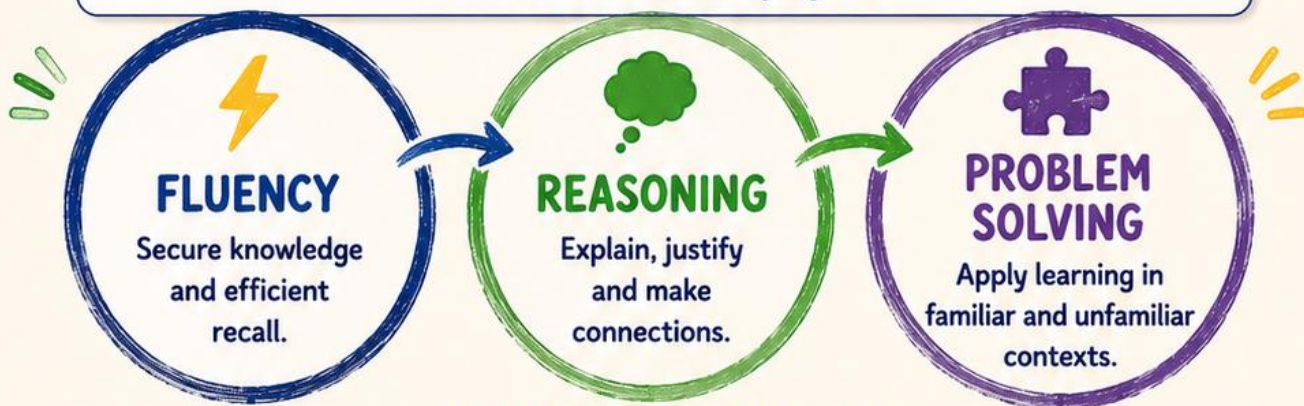




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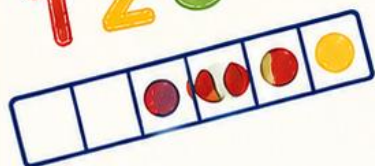
Choose and use mathematics confidently to solve problems.

★ EVERY CHILD • EVERY CHANCE • EVERY DAY ★

High expectations • Strong foundations • Success for all



1 2 3



$$5 + 3 = 8$$



OUR MATHEMATICS CURRICULUM

Strong foundations • **Carefully sequenced** • **Building mastery**

Our mathematics curriculum provides a coherent journey from Nursery to Year 6. We use carefully selected curriculum programmes alongside deliberate fluency and retrieval opportunities to ensure children build secure knowledge and make connections over time.



NURSERY & RECEPTION – BUILDING FOUNDATIONS

Master the Curriculum
supplemented by
NCETM



Number
sense



Subitising



Pattern



Composition



Shape
Space



Measure



YEAR 1 – SECURING THE BASICS



Oak Academy



Fluency Bee



KIRFs



YEAR 2 – DEVELOPING AUTOMATICITY



Oak Academy

8

Fluent in 8
with selected
Fluency Bee snippets



KIRFs



YEAR 3 & YEAR 4 – MULTIPLICATIVE FLUENCY



Oak Academy

Fluent in 12

12

★ KIRFs

St Stephen's
Multiplication
Journey

Times Tables
Rock Stars



TEACH

PRACTISE

MASTER



YEAR 5 & YEAR 6 – DEEPENING & APPLYING



Oak Academy

Fluent in 12

12

★ KIRFs

- ✓ Fluency
- ✓ Reasoning
- ✓ Problem Solving

– THE GOLDEN THREAD –



FOUNDATIONS



KNOWLEDGE



FLUENCY



REASONING

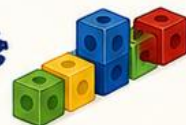


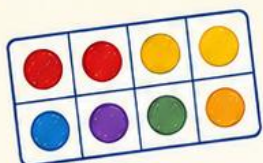
PROBLEM
SOLVING



MASTERY

The curriculum changes as children progress.
Our ambition does not.





EYFS: BUILDING THE FOUNDATIONS

Explore • Notice • Talk • Represent • Understand

In EYFS, mathematics is active, practical and meaningful. Children develop secure mathematical foundations through carefully planned teaching, purposeful play, exploration, mathematical talk and repeated opportunities to notice, represent and explain mathematical ideas.

OUR EYFS APPROACH

Master the Curriculum

Our core curriculum

+ NCETM

To supplement and strengthen provision



NURSERY – FIRST FOUNDATIONS



MATCH & SORT

Notice similarities, differences and attributes.



PATTERN

Recognise, copy, continue and create patterns.



SUBITISE

Recognise small quantities without counting.



COUNT

Develop one-to-one correspondence and connect quantities to numerals.



COMPOSITION

Begin to understand that numbers are made up of smaller numbers.



SHAPE & MEASURE

Explore shape, position, size, length, mass and capacity.

BUILDING ON
SECURE
FOUNDATIONS



RECEPTION – DEEPENING UNDERSTANDING



NUMBER SENSE

Represent, compare and understand numbers.



COMPOSITION

Understand how numbers can be made and partitioned.



MORE & LESS

Compare quantities and explore relationships between numbers.



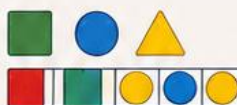
ADDITION & SUBTRACTION

Develop understanding through practical and visual experiences.



DOUBLING, SHARING & GROUPING

Build the foundations of multiplication and division.



SHAPE, SPACE, MEASURE & PATTERN

Explore relationships, properties and mathematical language.

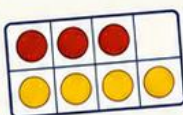
WHAT DOES EYFS MATHS LOOK LIKE?

MANIPULATIVES



Touch it

VISUALS



See it

MATHEMATICAL TALK



Say it

PLAY & EXPLORE



Experience it

MAKE CONNECTIONS



Understand it

Children experience mathematics before being expected to represent it abstractly.

STRONG FOUNDATIONS → CONFIDENT MATHEMATICIANS

EYFS mathematics is not about racing ahead – it is about securing the knowledge, language and understanding children need for what comes next.



YEARS 1-6: THE OAK CURRICULUM

Sequenced • Coherent • Ambitious • Adaptable

From Year 1 to Year 6, Oak Academy provides the core sequence for our mathematics curriculum. Its carefully sequenced approach enables children to build mathematical knowledge over time, revisit important concepts and make connections with prior learning.



WHY OAK?



KNOWLEDGE RICH

Mathematical knowledge and understanding are deliberately developed over time.



CAREFULLY SEQUENCED

New learning builds upon secure prior knowledge and makes connections across mathematics.



VOCABULARY RICH

Key mathematical vocabulary is explicitly introduced, revisited and developed.



MASTERY APPROACH

Procedural knowledge is developed alongside conceptual understanding using models, representations and carefully designed practice.



EVIDENCE INFORMED

Lesson design draws upon evidence about effective instruction and learning.

OAK IS OUR CURRICULUM – NOT OUR SCRIPT



START WITH THE OAK SEQUENCE

KNOW YOUR CHILDREN

ADAPT THE TEACHING

REACH THE CURRICULUM END POINT

At St Stephen's, teachers...



SELECT

the examples and activities their pupils need.



MODEL

using explicit teaching, manipulatives, representations and the visualiser where appropriate.



ADAPT

practice and resources in response to prior knowledge and pupil need.



CHECK

understanding throughout teaching.



RESPOND

by adjusting pace, scaffolding, practice and support.

SAME END POINT – DIFFERENT JOURNEYS

CLASS A

MORE REHEARSAL



ADDITIONAL MODELLING



GUIDED PRACTICE



SAME CURRICULUM END POINT

CLASS B

QUICKER RECALL

$$7 \times 8 = 56$$

DEEPER APPLICATION



GREATER CHALLENGE

$$58 + 37 = ?$$

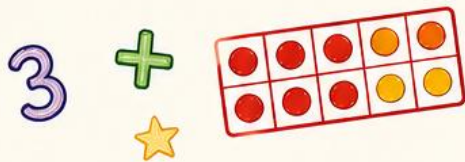
Parallel classes do not need to look identical. Teachers are responsible for adapting teaching to their pupils while ensuring the intended curriculum is taught.

CONSISTENT CURRICULUM • RESPONSIVE TEACHING • HIGH EXPECTATIONS

We teach the children in front of us –

while protecting the ambition and integrity of the curriculum.





$$7 - 2 = 5$$



HOW WE TEACH MATHEMATICS

⇒ **Explicit** • **Responsive** • **Practical** • **Purposeful** ⇒

Effective mathematics teaching at St Stephen's is explicit, carefully modelled and responsive to children's understanding. Teachers use assessment throughout the lesson to determine when pupils are ready to move from modelling to guided practice and increasingly independent application.

WE USE



MANIPULATIVES & RESOURCES



VISUALISER & REPRESENTATIONS



MATHEMATICAL TALK

THE ST STEPHEN'S MATHS LESSON

1



RETRIEVE

Activate prior knowledge

- Revisit knowledge needed for today's learning.
- Make connections with previous learning.
- Identify misconceptions and gaps.
- Keep retrieval purposeful and focused.



RETRIEVE IT



CONNECT IT



USE IT

2



TEACH & MODEL

I DO

Teacher explicitly models the mathematics.

- Think aloud • Demonstrate
- Represent • Explain
- Use:
- clear worked examples;
- precise mathematical vocabulary;
- manipulatives and representations;
- visualiser/modelling where appropriate;
- small steps.



MODEL THE THINKING
— NOT JUST THE ANSWER

3



GUIDED PRACTICE

WE DO

Teacher and pupils work together.

- Question and discuss.
- Practise the new learning.
- Check understanding frequently.
- Address misconceptions immediately.
- Provide additional modelling where needed.

CHECK IN OFTEN
SO EVERY CHILD
CAN MOVE FORWARD.



4

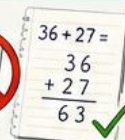


INDEPENDENT PRACTICE

YOU DO
Children increasingly apply their learning independently.

- Carefully selected practice.
- Appropriate variation.
- Develop accuracy and fluency.
- Reduce scaffolding when children are ready.
- Record mathematics meaningfully in books.

WORKSHEETS ARE
A RESOURCE —
NOT THE CURRICULUM



5



REASON & APPLY

THINK HARDER —
NOT JUST DO MORE

Children have opportunities to:
Explain • Justify • Compare • Prove
Spot patterns • Make connections • Solve problems



There are 24 apples.
They are shared equally
between 6 baskets.
How many in each basket?
Could there be any left over?



6



ASSESS & RESPOND

What do they know now?

Teacher uses:
questioning • observation • pupil work
• discussion • exit tasks

SECURE?

Move learning forward.

NOT YET?

Re-model • Rehearse
Scaffold • Revisit



What helped you today?

I DO



MODEL

Teacher models and thinks aloud.

WE DO



PRACTISE TOGETHER

Teacher and pupils work together.

YOU DO



APPLY INDEPENDENTLY

Children apply learning increasingly independently.

THIS IS A TEACHING CYCLE —
NOT A CHECKLIST

Lessons will not always look identical.
Teachers respond to pupils' understanding,
moving backwards and forwards between
modelling, guided practice and independent
application when needed.

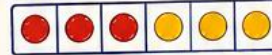


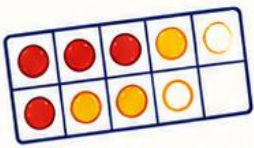
EXPLAIN CLEARLY ★ MODEL PRECISELY ★ CHECK CONSTANTLY ★ RESPOND QUICKLY

Great mathematics teaching is responsive to what children know, understand and need next.



$$8 = 5 + 3$$





8



4



CONCRETE → PICTORIAL → ABSTRACT

Touch it • See it • Represent it • Understand it

At St Stephen's, children develop secure conceptual understanding by experiencing mathematics through carefully chosen manipulatives and representations before, and alongside, abstract notation.

1 CONCRETE

TOUCH IT • MOVE IT • BUILD IT

Children use physical resources to experience the mathematics.



Counters



Cubes



Ten frames



Rekenreks



Dienes (Base 10)



Numicon resources

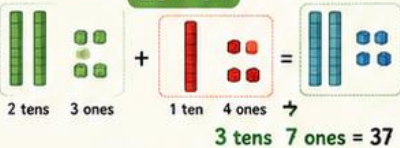


Bead strings



Place-value counters

$$23 + 14$$



$$3 \text{ tens } 7 \text{ ones} = 37$$

What is happening?

2 PICTORIAL

SEE IT • DRAW IT • REPRESENT IT

Children use pictures, diagrams and models to represent the mathematics.



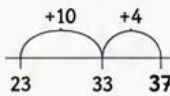
Ten frames



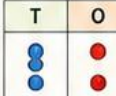
Part-whole models



Bar models

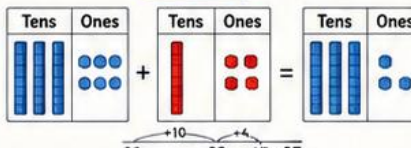


Arrays



Place-value charts

$$23 + 14$$



How can I represent it?

3 ABSTRACT

SYMBOLISE IT • CALCULATE IT • APPLY IT

Children connect their understanding to mathematical notation.

$$23 + 14 = 37$$

$$23 + \square = 37$$

$$37 - 14 = 23$$

$$23 + 14 = 30 + 7 = 37$$

What do the symbols mean?

CONCRETE

PICTORIAL

ABSTRACT

CPA IS NOT A LADDER

Children do not "graduate" from manipulatives. They move flexibly between concrete resources, pictorial representations and abstract notation whenever these support understanding.

$$23 + 14 = 37$$

CHOOSE IT WITH PURPOSE



UNDERSTANDING

Does the representation expose the mathematical structure?



CONNECTIONS

Does it connect to something pupils already know?



PRECISION

Is it the most appropriate representation for this concept?



PROGRESSION

Will pupils meet this representation consistently as their mathematics develops?



"Resources are only for younger children or SEND."



Manipulatives and representations are mathematical tools. They can support understanding, reasoning and explanation at every stage.



BUILD IT

Hands-on experience

SEE IT

Visualise and represent



UNDERSTAND IT

Make meaning



SYMBOLISE IT

Use mathematical notation

$$2 + 3 = 5$$

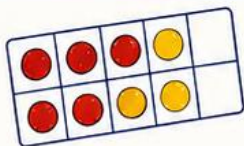
APPLY IT

Use in different contexts



The goal is not to remove representations quickly.
The goal is to build understanding securely.





$$+ \quad 1 \quad 2 \quad 3$$



$$7 \times 6 = 42$$



FLUENCY & AUTOMATICITY

⇒ **Accurate** • **Efficient** • **Flexible** • **Secure** ⇒

Fluency is the ability to recall and use mathematical knowledge accurately, efficiently and flexibly. At St Stephen's, fluency is deliberately taught, practised and revisited so that key knowledge becomes secure and children have greater capacity to reason and solve problems.

⚡ FLUENCY ≠ SPEED

Automatic recall matters — but true fluency also means understanding relationships, selecting efficient strategies and using known facts to derive new ones.

OUR FLUENCY JOURNEY

YEAR 1



FLUENCY BEE

Building strong number sense and securing essential number facts.

+ KIRFs

YEAR 2

FLUENT IN 8



Developing efficient recall and increasing automaticity.

+ selected Fluency Bee snippets
+ KIRFs

YEARS 3-4



FLUENT IN 12

Maintaining number fluency while developing multiplicative automaticity.

+ KIRFs
+ St Stephen's Multiplication Journey
+ Times Tables Rock Stars

YEARS 5-6



FLUENT IN 12

Retrieving, connecting and applying increasingly complex mathematical knowledge.

+ KIRFs

TEACH → PRACTISE → MASTER



KIRFs — KEEPING KEY FACTS STICKY

Key Instant Recall Facts identify essential mathematical knowledge that children revisit and secure over time.



LEARN



PRACTISE



RETRIEVE



APPLY



REVISIT

KIRFs are not "done" and forgotten at the end of a half term. Previously learned facts continue to be retrieved.

EXAMPLES OF KIRFs

- Number bonds & counting facts (Y1-2)
- Multiplication & division facts (Y2-6)
- Fractions, decimals & percentages (Y4-6)
- Time, money, measure & statistics (Y1-6)
- Place value, factors & prime numbers (Y5-6)
- Conversions & ratio (Y5-6)

WHAT DOES FLUENCY LOOK LIKE?

RECALL

I know it.



Retrieve important facts efficiently.



CONNECT

I can link it.



Recognise relationships between facts and concepts.

I know $6 \times 7 = 42$

So I also know...

$7 \times 6 = 42$
 $42 \div 6 = 7$
 $42 \div 7 = 6$
 $60 \times 7 = 420$

DERIVE

I can work it out efficiently.



Use known facts to calculate unknown facts.

APPLY

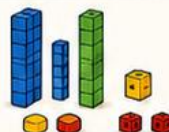
I know when to use it.

Select and apply knowledge within reasoning and problem solving.



LITTLE AND OFTEN

Short, regular opportunities for retrieval and practice are more powerful than isolated bursts of fluency work.

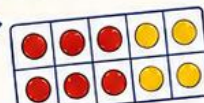


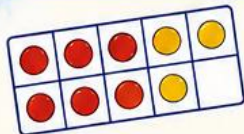
Fluency should support the mathematics being learned — not compete with it.



RECALL IT → CONNECT IT → USE IT → KEEP IT

Secure knowledge frees children to think more deeply.





2 5 10



MULTIPLICATION: TEACH → PRACTISE → MASTER

⇒ Understand it • Recall it • Use it • Keep it ⇒

At St Stephen's, multiplication facts are explicitly taught, deliberately practised and continually retrieved. Our approach develops both understanding and automatic recall so that children can use multiplication and related division facts confidently across mathematics.



TEACH

BUILD UNDERSTANDING

Children don't just memorise answers.

- Represent
- Make connections
- Notice patterns
- Derive facts

Use:

- equal groups
- repeated addition
- arrays
- number lines
- manipulatives
- related division facts

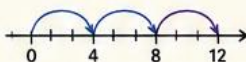
$$4 \times 3 = 12$$



$$3 \times 4 = 12$$

$$12 \div 3 = 4$$

$$12 \div 4 = 3$$



PRACTISE

BUILD AUTOMATICITY



Daily retrieval



Fluent in 12



KIRFs



Times Tables Rock Stars



Weekly multiplication practice/challenge

Practice is cumulative – previously taught facts continue to be retrieved.



MASTER

USE IT FLEXIBLY



Recall it – efficiently retrieve facts.



Derive it – use known facts to find unknown facts.



Connect it – recognise multiplication/division relationships.



Apply it – use facts within calculations, fractions, measures and problems.



Explain it – reason about multiplicative relationships.

KNOWING $6 \times 8 = 48$
IS THE START – NOT THE END.



YEAR 3 – BUILD THE FOUNDATIONS

We teach multiplication facts in this order:

$$\times 2 \rightarrow \times 5 \rightarrow \times 10$$

$$\times 3 \rightarrow \times 4 \rightarrow \times 8$$

Related division facts throughout.

Build understanding → develop recall → apply facts

OUR
MULTIPLICATION
JOURNEY

YEAR 4 – SECURE ALL FACTS

We teach all remaining facts:

$$\times 2 \quad \times 3 \quad \times 4 \quad \times 5 \quad \times 6 \quad \times 7$$

$$\times 8 \quad \times 9 \quad \times 10 \quad \times 11 \quad \times 12$$

Mixed retrieval across all tables.

Accuracy → Automaticity → Application



YEAR 4 MULTIPLICATION TABLES CHECK

The MTC is not our curriculum.

It is one statutory measure of the secure knowledge and automaticity developed through our multiplication curriculum.



OUR GOAL:

Confident, flexible mathematicians who can use multiplication in many ways, every day!

TIMES TABLES ROCK STARS



PRACTISE

RETRIEVE

MOTIVATE



TTRS provides additional opportunities for pupils to practise and retrieve multiplication facts. It supplements explicit teaching – it **does not** replace it.

YEARS 5 & 6 – KEEP IT & USE IT

Previously learned multiplication and division facts continue to be deliberately retrieved and applied.



Fractions



Decimals



Percentages



Ratio



Area



Factors & Multiples



Written Calculation



Problem Solving



Reasoning & Explaining



Real Life Contexts

UNDERSTAND IT → LEARN IT → RETRIEVE IT → APPLY IT → KEEP IT

Automatic recall gives children more capacity to think about the mathematics that matters.

$$3 \times 5 = ?$$



$$24 \div 6 = 4$$



REASONING • PROBLEM SOLVING • CHALLENGE

Think • Explain • Connect • Apply

At St Stephen's, mathematics is more than finding an answer. Children are taught to think mathematically: to explain their ideas, make connections, justify their reasoning and apply secure knowledge to increasingly unfamiliar problems.

FLUENCY GIVES US THE TOOLS, REASONING & PROBLEM SOLVING TEACH US HOW TO USE THEM.



REASONING – “WHY?”

Children learn to:

- ✓ Explain their thinking
- ✓ Justify an answer or method
- ✓ Compare different strategies
- ✓ Spot patterns and relationships
- ✓ Agree or disagree and explain why
- ✓ Prove or disprove a statement



I know this because...

I noticed that...

This is always/sometimes/never true because...

Another way would be...



PROBLEM SOLVING – “HOW?”

Children learn to:

- ➔ ? Understand the problem
- ➔ 🔑 Choose relevant knowledge
- ➔ ☆ Select a strategy
- ➔ ✎ Represent the mathematics
- ➔ ✓ Solve
- ➔ 🔍 Check whether the answer is reasonable

Problem solving is not something saved for Friday or the end of a unit.

Children should encounter opportunities to apply mathematics throughout the learning sequence.



CHALLENGE – “WHAT IF?”

CHALLENGE = THINKING DEEPER, NOT RACING AHEAD



NOT JUST...

- more questions
- bigger numbers
- moving onto next year's content
- finishing quickly



INSTEAD...

- explain why
- find another method
- prove it
- find the mistake
- compare strategies
- generalise
- solve an unfamiliar problem
- create an example that meets given conditions

EVERY CHILD THINKS MATHEMATICALLY

Pupil A

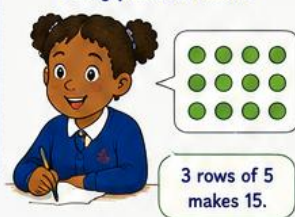
Using manipulatives



There are 3 groups of 5.
So $3 \times 5 = 15$

Pupil B

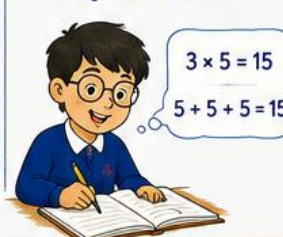
Using pictorial model



3 rows of 5 makes 15.

Pupil C

Using abstract notation



$3 \times 5 = 15$
 $5 + 5 + 5 = 15$



Access to reasoning and problem solving is for every child.

Appropriate representations, scaffolds and questioning enable pupils to engage with ambitious mathematical thinking.



MATHEMATICAL TALK

SAY IT

EXPLAIN IT

JUSTIFY IT



- I know ___ because...
- I agree/disagree because...
- I noticed...
- The same thing about ___ and ___ is...
- The difference is...
- If ___ changes, then...



QUESTION STEMS THAT PROMOTE THINKING

- ★ What do you notice? What's the same? What's different?
- ★ Can you explain how you know?
- ★ Can you show me another way?
- ★ Is there always, sometimes or never a solution?
- ★ What would happen if...?
- ★ Can you create your own problem like this?
- ★ How can we check if our answer is reasonable?



DON'T ASK:

“HAVE THEY FINISHED?”



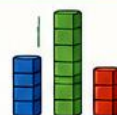
ASK:

“HOW DEEPLY HAVE THEY THOUGHT?”



Fluency • Reasoning • Problem Solving — together, not separately.

$$7 + 5 = 12$$



How do you know?

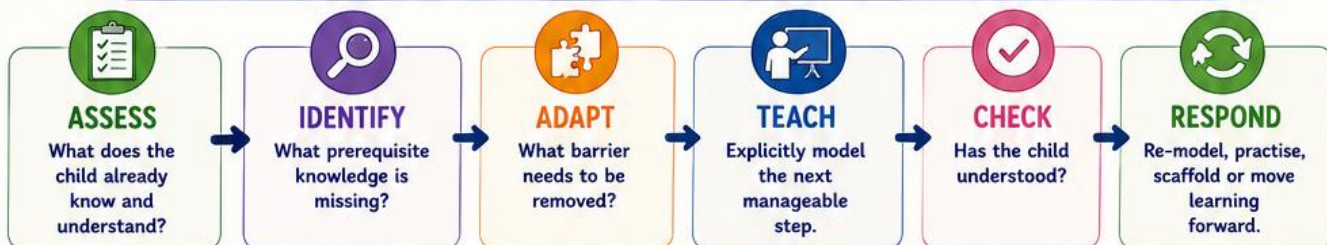


SEND & ADAPTIVE TEACHING

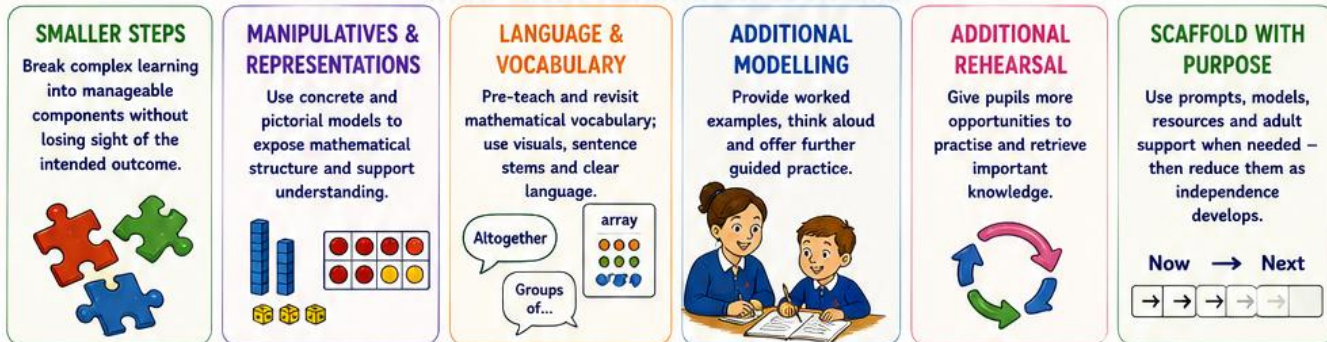
Same ambition • **Appropriate support** • **Growing independence**

At St Stephen's, every child is entitled to an ambitious mathematics curriculum. Adaptive teaching enables pupils with SEND and those who need additional support to access mathematical learning while maintaining high expectations for what they can know, understand and achieve.

ADAPT THE JOURNEY – NOT THE AMBITION



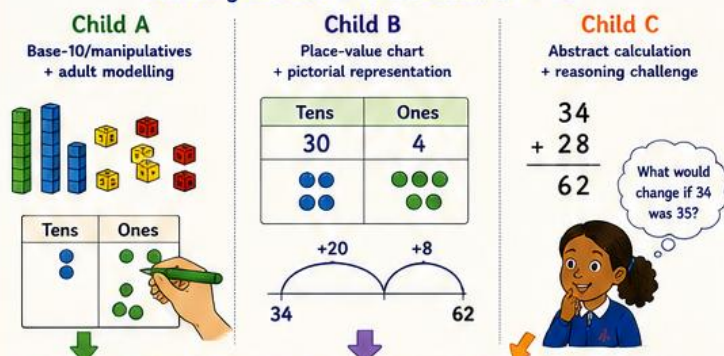
WHAT MIGHT ADAPTATION LOOK LIKE?



SUPPORT SHOULD ENABLE INDEPENDENCE – NOT CREATE DEPENDENCE.

SAME MATHEMATICS – DIFFERENT SUPPORT

Learning intention: Understand $34 + 28$



THE INTENDED MATHEMATICAL KNOWLEDGE

Adaptation does not automatically mean a different learning objective.

WHEN A CHILD IS WORKING FROM AN EARLIER STARTING POINT

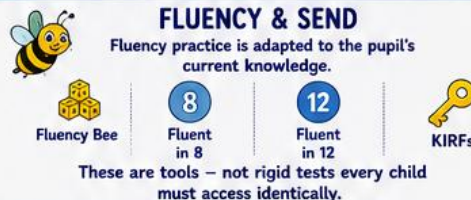
Some pupils may have significant gaps or be working within an earlier stage of mathematical development.



Curriculum decisions should be based on assessment of what the pupil knows and needs next – not simply their year-group label.

FLUENCY & SEND

Fluency practice is adapted to the pupil's current knowledge.



WHAT WE DON'T DO

- ✗ Give endless easier worksheets
- ✗ Remove reasoning and problem solving
- ✗ Keep scaffolds forever
- ✗ Assume concrete resources are only for SEND
- ✗ Lower expectations because learning takes longer



WHAT WE DO

- ✓ Identify the barrier
- ✓ Teach the prerequisite knowledge
- ✓ Choose the right representation
- ✓ Provide enough practice
- ✓ Build towards independence



ACCESS → UNDERSTAND → PRACTISE → SUCCEED → BECOME INDEPENDENT

Every child. Every chance. Every day.

$$36 + 27 = ?$$



$$7 \times 8 = 56$$



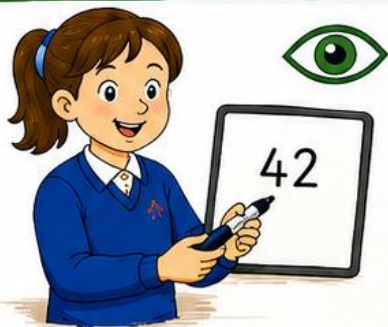
ASSESSMENT IN MATHEMATICS

⇒ Notice • Check • Respond • Revisit ⇒

Assessment at St Stephen's is an ongoing process. Teachers continually identify what children know, what they understand, what they have remembered and where misconceptions or gaps remain. Assessment then informs teaching, retrieval, support and future learning.

⇒ ASSESSMENT SHOULD **CHANGE** WHAT WE DO NEXT ⇒

1. ASSESSMENT DURING EVERY LESSON



NOTICE IT

What are children showing us?

Teachers use:

- ✓ Questioning
- ✓ Observation
- ✓ Mathematical talk
- ✓ Mini-whiteboards
- ✓ Guided practice
- ✓ Independent work
- ✓ Reasoning and explanations

DON'T JUST CHECK THE ANSWER – CHECK THE UNDERSTANDING



For example:

Child answers: 42

How did you know?



Can you represent it?



Is there another way?



What fact helped you?



2. CHECKING LEARNING



IN THE MOMENT

What do they understand now?

- Questioning
- Observation
- Pupil responses
- Live marking/feedback
- Checking independent work



OVER THE UNIT

Is new knowledge becoming secure?

- Oak checks/quizzes where appropriate
- Pupil work
- Reasoning/problem solving
- Retrieval
- Teacher assessment



OVER TIME

Have they remembered it?

- KIRFs
- Fluent in 8/12
- Multiplication retrieval
- Previous learning
- Cumulative assessment



3. THE ASSESSMENT CYCLE



4. WHAT ARE WE ASSESSING?



KNOWLEDGE

What does the child know and remember?



FLUENCY

Can they recall and use knowledge efficiently and flexibly?



REASONING

Can they explain, justify and make connections?



PROBLEM SOLVING

Can they select and apply mathematics independently?



5. KEEPING KNOWLEDGE ALIVE

Learning doesn't end when a unit ends.



**WE DON'T JUST ASK: "DID THEY LEARN IT?"
WE ALSO ASK: "DO THEY STILL KNOW IT?"**

6. STATUTORY & SUMMATIVE ASSESSMENT

Alongside ongoing formative assessment, statutory and summative assessments provide additional information about attainment and progress.



EYFS assessment



Year 4 MTC



KS2 statutory assessment



School summative assessment



No single assessment tells us everything a child knows about mathematics.

KNOW IT → UNDERSTAND IT → REMEMBER IT → USE IT

Our aim is not simply for children to succeed in today's lesson.

We want them to build mathematical knowledge that lasts.