



## Cooper Perry Primary School

### Mathematics Statement of Practice

#### Vision

At Cooper Perry all pupils are on a mathematical journey to mastery. We endeavour that each and every child becomes a mathematics champion in their very own right. We aim to promote enjoyment and curiosity of learning through practical mathematics, exploration, investigation and discussion leading to sustainable learning for pupils for the future. We provide children with strong foundations and the mathematical vocabulary to ensure that they can explain their mathematical thinking, make connections and deepen their knowledge.

We take pride in providing the best possible opportunities for our pupils by developing their ability to move between concrete, pictorial and abstract representations fluently and confidently. We teach methods rigorously and practice these over and over to ensure that all pupils reach a level of mastery. We want pupils to become fluent in declarative knowledge (I know that...), procedural knowledge (I know how..) as well as the conditional knowledge to know which method is most efficient and why (I know when...). Guided practice is crucial in order for this to prevail. We want our children to know more and remember more and we believe that teaching methods to the point of automaticity will help pupils tremendously as they progress through our school and prepare them for secondary maths.

At Cooper Perry our ethos is that all can do maths, no one gets left behind and during lessons pupils must feel as if they belong in the maths lesson. All pupils must be able to celebrate success, no matter what their ability.

#### Intent

At Cooper Perry Primary school, our intent for the teaching and learning of mathematics is to provide a rich and inspiring curriculum that ignites a passion for problem-solving and numeracy among our pupils. We aim to equip every child with the skills necessary to succeed in an increasingly mathematical world, ensuring that they:

- Develop a deep conceptual understanding of mathematical principles, enabling them to apply their knowledge in different contexts.
- Cultivate curiosity and resilience through engaging and challenging mathematical experiences.
- Foster confidence in their ability to think mathematically and approach problems systematically.
- Understand the importance of mathematics in everyday life, linking learning to real-world applications.
- Achieve a strong foundation in mathematics that prepares them for future academic and vocational opportunities.

We aim to promote inclusive learning through tailored support strategies, ensuring that every child, regardless of their starting point, is able to make progress. We celebrate diverse methodologies and encourage each child's mathematical voice.

### Curriculum Coverage

- The mathematics curriculum is based on the **2014 National Curriculum** for England for Key Stages 1 and 2.
- In the Early Years Foundation Stage (EYFS), the curriculum aligns with the **Statutory Framework for the Early Years Foundation Stage (2021)** and **Development Matters (2021)**.
- All year groups follow a carefully sequenced curriculum to ensure progression and depth across strands.

### Cultural Capital and Inclusion

- Mathematics teaching integrates opportunities to enhance **cultural capital** (Ofsted EIF, 2019) by highlighting real-world applications and mathematical contributions from diverse cultures.
- The curriculum is **fully inclusive**. Teachers adjust provision to enable all pupils, including those with SEND and disadvantaged pupils, to achieve their best outcomes.

## Implementation

To realise our intent, we have designed a high-quality mathematics curriculum grounded in the National Curriculum and best practice guidelines. Our implementation strategy includes:

### Curriculum Design

- We have based our mathematics curriculum on the White Rose Math's scheme that is structured around a coherent, small steps, progression of knowledge and skills, organised into key areas: number, measurement, geometry, statistics, and algebra (in relevant year groups). Each topic is sequenced logically to build on prior knowledge and reinforce learning.

### Teaching Pedagogy

- Our approaches to teaching mathematics are varied and dynamic, utilising strategies such as Concrete-Pictorial-Abstract (CPA) to cater to diverse learning styles. Daily mathematics lessons include arithmetic practice, direct instruction, guided practice, and independent challenges.
- Staff use a **mastery approach**, enabling depth before acceleration. As recommended by the **NCETM** and **DfE's Teaching for Mastery** programme, this includes:

Coherence

Representation and structure

Variation

Fluency

Mathematical thinking

- Lessons are structured to include:
  - Recall and retrieval practice - Connect
  - New content with modelling – Explain/Example
  - Guided practice - Attempt
  - Independent practice, application and extension - Apply
  - Assessment for learning opportunities occur throughout

## Assessment and Feedback

- Formative assessment is integrated into every lesson, with ongoing assessments and 'check for understanding' moments to inform teaching and give immediate feedback to pupils.
- Summative assessments are conducted at key intervals throughout the year, allowing us to monitor progress and identify any gaps. Adaptations to teaching are made based on these insights.

## Use of Mathematical Language

- Emphasis is placed on correct **mathematical vocabulary**, reasoning and explanations as part of **oracy development**, in line with both **Ofsted subject reports and WRM policy**.

## Retrieval Strategies

- Retrieval practice is embedded into every lesson to support long-term memory and ensure retention of substantive knowledge. 'Connect' activities enable pupils to revisit prior learning from earlier units and year groups, helping them recognise progression over time. Teachers use these activities to address misconceptions, consolidate understanding and identify areas that require further focus. Monthly retrieval lessons provide additional opportunities to revisit key content and strengthen memory.

## Inclusion

- At Cooper Perry, we are committed to ensuring that every child can access and thrive within our Mathematics curriculum. Learning is adapted thoughtfully so that all pupils can engage meaningfully with mathematical concepts, reasoning and problem-solving. Teachers provide a range of scaffolds to support understanding, such as concrete resources and manipulatives, visual representations, worked examples, vocabulary banks, number lines, stem sentences and guided questioning. These supports enable pupils to develop mathematical thinking at a level appropriate to their needs, while still being challenged to reason, make connections and deepen their understanding.

## Professional Development

- Regular professional development opportunities are provided for staff to share best practices, collaborate on resources, and explore the latest pedagogical developments in mathematics.

## Parental Engagement

- We actively involve parents in their child's mathematics journey through workshops, newsletters, and take-home resources that foster a growth mindset and encourage mathematical discussions at home.

## Impact

The effectiveness of our mathematics curriculum is measured through both qualitative and quantitative data, demonstrating that:

- **Pupil Progress:** A significant proportion of pupils make or exceed expected progress from their starting points, with a rising percentage achieving age-related expectations and greater depth in their understanding.
- **Engagement and Attitudes:** Observations and pupil book studies show that students exhibit enthusiasm for mathematics. They approach challenges with confidence, display a positive attitude towards learning, and demonstrate a willingness to explore mathematical concepts.

- **Standards of Teaching:** Lesson observations consistently show high-quality teaching that promotes deep thinking, effective questioning, and collaborative learning. Teachers adapt their practice based on the needs of their pupils to ensure inclusivity.

In addition, external assessments, including key stage outcomes and national assessments, indicate that pupils at Cooper Perry Primary School consistently perform above national averages in mathematics. Parents express satisfaction with their children's engagement in mathematics learning and the skills they develop.

Through our commitment to continuous improvement, we reflect regularly on our practices to ensure that we remain at the forefront of educational excellence in mathematics, preparing our pupils for a successful future.