Learning and Caring Together, "…they will flourish in the courts of our God." (Psalm 92:13)

Intent – Building Strong Foundations in Maths- so ALL our children can flourish

At St Edward's, we believe that every child is capable of success in mathematics. Our intent is grounded in our vision of learning and caring together, ensuring that all pupils – regardless of background or need – flourish from having excellent foundations.

In line with the Ofsted Education Inspection Framework (EIF), we aim to build secure, connected, and progressive mathematical knowledge over time. Through a carefully sequenced, ambitious curriculum where pupils develop deep understanding and transferable skills that equip them for future learning.

We teach for mastery, ensuring that every learner, including those with SEND and those who are disadvantaged, have full access to high-quality teaching and learning opportunities. Lessons are adapted, not diluted, maintaining ambition for all.

We provide opportunities for every pupil to experience success, ensuring that adaptations are purposeful, evidence-informed, and inclusive.

At St Edward's, we nurture a "can-do" mind-set in both staff and pupils and encourage our value of perseverance. We aim for every child to:

- Build strong mathematical foundations through coherent, well-sequenced learning.
- Feel confident, capable, and valued as mathematicians.
- Experience challenge and success through well-planned adaptations.
- Develop reasoning, fluency and problem-solving skills within a caring, inclusive environment.

Implementation – How We Help Every Child Flourish

Our approach prioritises high-quality classroom practice first. Adaptations are embedded to remove barriers, reduce cognitive load and promote independence, ensuring all pupils can access the full breadth of the curriculum.

Our Key Principles

High Expectations for All

We foster ambition for every learner. Teachers promote a growth mind-set and communicate the belief that all pupils can achieve mathematical success. This inclusive approach reduces anxiety and builds both perseverance and courage.

Knowing Our Pupils Well

Relationships are central to our ethos. Teachers know their pupils' individual strengths, barriers and interests which allows responsive adaptation and bespoke support that helps every learner thrive.

Targeted and Bespoke Support

Personalised targets and precise interventions are informed by ongoing assessment and internal tracking systems. Support is evidence-based, ensuring adaptations have impact and enable meaningful progress. This is monitored frequently and with rigour.

Inclusive Learning Environments

Classrooms are designed to promote access and independence. Working walls, scaffolds, manipulatives and prompts are visible and purposeful. They are designed to support children's working memory, recalling key vocabulary and support problem-solving.

Curriculum Access and Ambition

Our curriculum is ambitious for all. Where pupils need additional steps to secure understanding, bespoke interventions and timely adaptations ensure key concepts are mastered before progression.

Timely and Specific Feedback

Feedback is immediate, accurate and actionable. Misconceptions are addressed swiftly so pupils can consolidate understanding and move forward confidently.

Concrete–Pictorial–Abstract (CPA) Approach

Foundations of mathematical learning are grounded in practical experiences. Pupils explore concepts using manipulatives, visual models and symbols to build strong, connected understanding. Some pupils remain at the concrete or pictorial stages longer to secure deep understanding. Effective Assessment for Learning (AfL) dictates when children are ready to move in in their learning once strong foundations have been built.

Purposeful Questioning and Modelling

Teachers model high-quality mathematical language and thinking. Questioning is adapted to probe understanding and scaffold reasoning. Pre-teaching and overlearning are used to strengthen foundations and confidence.

Effective Scaffolding

Temporary supports such as visual aids, structured resources and technology reduce

barriers and promote independence. Scaffolds are gradually withdrawn as pupils' confidence grows.

Developing Independence and Perseverance

Pupils are encouraged to take ownership of their learning. We want our children to know more, remember more and do more. Adults support pupils to persevere through challenge and celebrate all levels of progress, however small.

Impact – What Difference Does This Make?

Through high-quality, inclusive teaching and responsive adaptations, all pupils – including those with SEND and those who are disadvantaged – build stronger foundations and flourish as mathematicians.

- Pupils develop confidence, fluency and perseverance, demonstrating secure understanding that endures over time.
- Monitoring and assessment show that pupils with SEND and those who are disadvantaged make sustained progress from their starting points, closing attainment gaps and accessing age-appropriate content.
- Pupil voice reflects enthusiasm, self-belief and a love of mathematical learning.

