



At Woodthorpe, mathematics helps children make sense of the world, solve problems and develop confidence in their own thinking. We want every child to build secure mathematical foundations and to see themselves as a capable mathematician.

We believe children learn mathematics best when important knowledge is taught clearly, practised regularly and revisited over time. The Woodthorpe Way creates consistent expectations across school, reducing cognitive overload so children can focus on understanding, reasoning and applying what they know.

Our approach combines White Rose Maths as the main lesson sequence in Years 1–6 with Mastering Number to strengthen number sense and fluency. In EYFS, Mastering Number is the main structure for mathematics. Across every year group, foundational knowledge is prioritised so gaps are identified early, addressed explicitly and revisited until learning is secure.

Our shared principles

- Foundational knowledge first: number sense, counting, place value, number facts and efficient calculation strategies underpin later learning.
- Explicit teaching and modelling: teachers demonstrate mathematical thinking, use precise vocabulary and make connections visible.
- Concrete, pictorial and abstract representations: practical resources and images support understanding before pupils work confidently with symbols.
- Fluency, reasoning and problem solving: children recall facts accurately, explain their choices and apply knowledge in unfamiliar contexts.
- Small steps and cumulative practice: new learning builds on what pupils already know; key concepts are revisited regularly.
- High expectations for all: scaffolds, pre-teaching, targeted practice and challenge help every child access the mathematics.
- Assessment informs teaching: checks for understanding identify misconceptions quickly and guide responsive teaching and intervention.

The daily maths lesson: Years 1–6

White Rose Maths provides the main teaching sequence and progression for Years 1–6. Teachers follow the small steps while adapting examples, representations, practice and challenge in response to pupils' understanding.

1. Revisit: begin with short retrieval or fluency practice to reactivate prior learning and key number facts.
2. Teach: introduce the learning question and model the new concept in clear, manageable steps.
3. Represent: use concrete resources and pictorial models where they help children see the structure of the mathematics.
4. Practise: provide carefully sequenced examples, guided practice and independent tasks matched to the learning intention.
5. Reason and apply: ask pupils to explain, compare strategies, spot errors and solve problems—not simply complete calculations.

6. Check and respond: use questioning, mini-whiteboards, discussion and work scrutiny to identify who is secure and who needs further teaching.

Marking Codes and Feedback

The same marking codes and feedback expectations apply consistently across KS1 and KS2, including pupils with SEN. Support should be recorded clearly so that teachers can identify how independently a pupil has demonstrated their understanding.

- **S = Supported** – Must include a note detailing how support was provided (e.g. verbal prompts, practical resources, guided group or 1:1 conferencing).
- **VF = Verbal Feedback** – Use only when feedback is given during the task.
- Use feedback to identify accurate methods, mathematical reasoning and successful use of representations.
- Correct misconceptions explicitly and give pupils an opportunity to practise the corrected method.
- Use errors to identify gaps in foundational knowledge and plan retrieval, re-teaching or additional practice.

Highlighting the learning objective in pupils' books

- **Green – Met:** The learning objective has been met.
- **Yellow – Working Towards:** The learning objective is partly secure or not yet consistently met.
- **Pink – Not Met:** The learning objective has not yet been met.

- **MB:** Use MB when the learning objective is met through a different activity in the blue maths books.

- **Use both MB and highlighting** when children complete extra fluency or practice in their books.

- **Use feedback** to identify accurate methods and mathematical reasoning, correct misconceptions explicitly, and identify gaps in foundational knowledge for retrieval or re-teaching.

Foundational knowledge: our priority

Foundational knowledge is the essential knowledge children need to access future learning. It is not an additional topic: it is deliberately taught, practised and revisited within everyday mathematics.

Foundation	What this looks like at Woodthorpe
Number sense and counting	Counting forwards and backwards; recognising quantities; subitising in the early years; understanding how numbers are composed and decomposed.
Number facts	Secure bonds and complements, doubles and halves, and multiplication and division facts appropriate to the year group.
Place value	Understanding the value of each digit; composing, partitioning, comparing and ordering numbers; connecting place value to calculation.
Calculation strategies	Choosing efficient methods for addition, subtraction, multiplication and division, with understanding rather than relying on a memorised procedure alone.

Mathematical language	Using precise vocabulary and sentence stems to explain relationships, methods and reasoning.
Retrieval and retention	Frequent, low-stakes opportunities to revisit prior learning so knowledge becomes accurate, fluent and long-lasting.

EYFS: Mastering Number as the main maths approach

In EYFS, Mastering Number is the main structure for mathematics. Teaching develops a deep understanding of number through short, regular sessions, practical experiences, mathematical talk and carefully chosen representations.

- Build early number sense through counting, subitising, comparing quantities and recognising numbers in different arrangements.
- Explore how numbers are composed and decomposed, including part-whole relationships and number bonds.
- Use objects, fingers, ten-frames, images, songs, stories and everyday routines to make mathematical ideas visible.
- Encourage children to explain what they notice and how they know, using adult modelling and accessible mathematical language.
- Revisit key learning frequently and use observations to decide when children need more practice or further challenge.

KS1: White Rose Maths and Mastering Number

In Years 1 and 2, White Rose Maths provides the main lesson sequence. Mastering Number is used alongside it to strengthen number sense, subitising, composition, number bonds and efficient calculation. These approaches complement one another: Mastering Number deepens number understanding while White Rose develops the wider curriculum.

- Prioritise counting, number composition, place value and secure number bonds.
- Use practical resources and pictorial representations before moving towards abstract recording.
- Build fluency through short, frequent practice and opportunities to explain strategies.
- Address misconceptions promptly and revisit foundational knowledge before moving on when needed.

KS2: White Rose Maths, Mastering Number and Fluency Fridays

In Years 3, 4 and 5, White Rose Maths remains the main lesson sequence. Mastering Number is added to strengthen foundational number knowledge and calculation fluency. In Year 6, White Rose Maths continues to guide the main teaching sequence, with targeted fluency and retrieval shaped by assessment and cohort needs.

- Years 3–5: use Mastering Number routines to revisit number relationships, place value, number facts and efficient calculation.
- Years 3–6: teach the White Rose small steps, using representations and explicit modelling to secure conceptual understanding.
- Fluency Fridays: dedicate a regular weekly session to cumulative practice of key facts and methods, informed by assessment and gaps in learning.
- Fluency practice should be purposeful and varied: quick recall, worked examples, missing-number problems, error spotting, reasoning and short application tasks.
- Do not move on simply because a unit has been completed. Re-teach, scaffold or provide additional practice when foundational knowledge is not secure.

Overview by phase

Phase / year group	Main maths approach	Additional emphasis
EYFS	Mastering Number is the main approach	Early number sense, counting, subitising, composition, mathematical talk and practical exploration.
Year 1	White Rose Maths	Mastering Number; number bonds, counting, place value and practical representations.
Year 2	White Rose Maths	Mastering Number; secure number facts, place value and efficient calculation strategies.
Year 3	White Rose Maths	Mastering Number; secure transition into KS2 number, place value and calculation fluency.
Year 4	White Rose Maths	Mastering Number; multiplication/division facts, place value and efficient strategies.
Year 5	White Rose Maths	Mastering Number; deepen number relationships, calculation and reasoning.
Year 6	White Rose Maths	Targeted retrieval, fluency, reasoning and closing gaps based on assessment.

Assessment, feedback and responding to gaps

- Use questioning, mini-whiteboards, discussion, practice tasks and independent work to check understanding throughout lessons.
- Identify whether errors arise from a misconception, insecure facts, place-value confusion, language or the calculation method.
- Give immediate feedback and model the correct thinking; pupils should then have an opportunity to apply the feedback.
- Use short pre-teaching, same-day support, guided practice or targeted intervention when foundational knowledge is insecure.
- Revisit previous learning through starters, Fluency Fridays and cumulative practice rather than treating each unit as isolated.
- Provide challenge through deeper reasoning, multiple methods, proving statements and applying knowledge in unfamiliar contexts.

Inclusion, scaffolding and challenge

All pupils should encounter the same important mathematical ideas wherever possible. Teachers adapt the route into the learning, not the ambition of the curriculum.

- Use concrete resources, visual models, worked examples, vocabulary prompts and sentence stems where needed.
- Break tasks into manageable steps and check understanding before pupils practise independently.
- Pre-teach essential vocabulary and number facts for pupils who need additional preparation.
- Use carefully chosen questions and varied representations to extend pupils who are secure.
- Ensure pupils with SEND and disadvantaged pupils receive timely support to close gaps in foundational knowledge.

Mathematical vocabulary, sentence stems and oracy

At Woodthorpe, purposeful mathematical talk is part of every maths lesson. Children need opportunities to hear, rehearse and use precise mathematical vocabulary so they can explain their thinking, make connections and reason confidently. Consistent sentence stems and talk routines support all pupils, including those who need additional language scaffolds, to take part in mathematical discussion.

Vocabulary expectations

- Explicitly introduce and model the key vocabulary for each learning objective before pupils are expected to use it independently.
- Display, revisit and reinforce important words throughout the lesson and across the unit; link vocabulary to concrete resources, diagrams, images and written symbols.
- Teach pupils to use mathematical terms accurately, including terms that are often confused (for example, digit and number; factor and multiple; perimeter and area).
- Expect pupils to say, hear and use the vocabulary in partner talk, teacher questioning, written explanations and reasoning tasks.

Sentence stems and oracy routines

- Model sentence stems and give pupils time to rehearse responses with a partner before sharing with the class.
- Use consistent talk routines such as Think–Pair–Share, explain your method, agree or disagree with a reason, and compare two strategies.
- Prompt pupils to listen carefully, build on another person’s idea, ask clarifying questions and justify their answers with mathematical evidence.
- Adapt stems so they support access without limiting the depth of pupils’ thinking; gradually remove scaffolds as confidence and independence develop.

Suggested sentence stems

- Explaining a method: “First, I..., then I...” / “I chose this method because...”
- Justifying an answer: “I know this because...” / “My evidence is...”
- Making connections: “This is similar to... because...” / “I noticed that...”
- Comparing strategies: “Both methods work because...” / “This method is more efficient because...”
- Agreeing or disagreeing: “I agree with... because...” / “I disagree because... My reasoning is...”
- Identifying and correcting errors: “The mistake is...” / “The correct step should be... because...”
- Generalising: “I notice a pattern...” / “This will always be true when...”

Oracy should deepen mathematical understanding, not become an activity in itself. Teachers should plan purposeful opportunities for pupils to explain, reason, challenge ideas respectfully and use evidence to support their thinking.

Planning and consistency expectations

- Follow the White Rose Maths progression for Years 1–6, adapting lesson delivery in response to assessment and pupils’ needs.
- Plan explicit opportunities for retrieval, fluency, reasoning and problem solving across the week.
- Use Mastering Number consistently in EYFS and alongside the main maths curriculum in Years 1–5.
- Protect a weekly KS2 Fluency Friday session and ensure its content responds to identified gaps and prior learning.

- Make the learning question clear and share success criteria or the key knowledge pupils are working towards.
- Use consistent mathematical language, representations and expectations across classes to reduce cognitive overload.
- Ensure practical resources are purposeful and help pupils understand the mathematics, rather than being an add-on.

Our commitment

By following The Woodthorpe Way for maths, we aim to ensure that every child develops secure foundational knowledge, becomes increasingly fluent and confident, can reason mathematically and is prepared to access the next stage of learning. Consistent teaching, purposeful practice and responsive assessment help us identify gaps early and support every child to achieve their full potential.