

Teaching for Mastery

We believe that all pupils can succeed in mathematics.

- We teach mathematics through a coherent sequence, building new learning on secure prior knowledge.
- We use whole-class interactive teaching so that pupils remain together on the same mathematical journey.
- We develop conceptual understanding, procedural fluency and mathematical reasoning, making connections between them.
- We use representations and variation deliberately to expose mathematical structure and relationships.
- We adapt the entry point to the mathematics, rather than lowering the mathematical ambition.

Adaptive Teaching

We adapt teaching to remove barriers while maintaining high expectations for every pupil.

- We aim for pupils to participate in whole-class mathematics wherever appropriate, with adaptations that enable meaningful access.
- We adapt numbers, representations, language, task demands and scaffolds in response to pupils' needs.
- We reduce cognitive load and carefully consider the entry point to the mathematics, without unnecessarily reducing the mathematical thinking.
- We maintain high expectations of progress from each pupil's starting point.

Mathematical Talk

- We expect pupils to talk mathematically, explain their thinking and listen to the ideas of others.
- We use sentence stems, gestures, representations and carefully chosen questions to support mathematical language.
- We value productive mathematical discussion: classrooms may be lively when pupils are thinking, explaining and reasoning together.
- We develop pupils' ability to use precise mathematical vocabulary and communicate their ideas clearly.
- We use talk to uncover misconceptions and make mathematical thinking visible.

Fluency

- Fluency is more than speed: pupils develop efficient strategies, flexibility and automatic recall.
- We build fluency through frequent, cumulative and connected retrieval.
- Pupils develop secure number facts and understand the relationships between facts.
- We use oral rehearsal, games, songs, representations and purposeful practice to strengthen recall.
- Fluency is continually connected back to conceptual understanding and wider mathematics.

Maths



Times tables

- We develop multiplication facts through understanding, connections and repeated retrieval.
- Times tables teaching is frequent, cumulative, oral, active and purposeful.
- Pupils learn to connect multiplication and division facts and apply them beyond isolated calculations.

Mathematical Behaviours

We develop positive, resilient and curious mathematical learners.

- Pupils are encouraged to embrace challenge and persevere when mathematics feels difficult.
- We value mistakes and misconceptions as opportunities to learn.
- Pupils develop confidence to have a go, explain their thinking and try different approaches.
- We encourage pupils to be curious, flexible and willing to change their thinking.
- Pupils learn to listen to, build on and challenge mathematical ideas.

Our Vision

At Crossflatts Primary School, we believe every child can succeed in mathematics. We develop confident, fluent and articulate mathematicians with secure foundations who can reason, problem-solve and think flexibly.

Through Teaching for Mastery, we build deep, connected mathematical understanding while ensuring an inclusive, ambitious learning environment where every pupil is valued, challenged and supported.

We nurture curiosity, resilience and confidence, helping children see mathematics as a powerful tool for understanding and navigating the world around them.

Problem Solving & Reasoning

- Problem solving is integral to mathematics, not an activity reserved for the end of a lesson.
- Pupils apply mathematical knowledge in familiar and unfamiliar contexts.
- We develop reasoning through explaining, justifying, comparing, proving and identifying errors.
- Challenge comes through the depth of mathematical thinking, not simply giving pupils harder numbers.
- Pupils are encouraged to explore different methods and consider which strategy is most efficient and why.

