At Well Lane Primary School

At Well Lane Primary School, we believe that every child can succeed in mathematics. Our curriculum is highly ambitious, rigorously sequenced and designed to develop a deep, lasting understanding of mathematical concepts. We equip all pupils—with a particular focus on our most disadvantaged learners and those with Special Educational Needs and Disabilities (SEND)—with the foundational skills, logical reasoning and problem-solving abilities they need for their future education and daily lives.

We ensure that our most disadvantaged pupils and those with SEND have full, equitable access to the same rich, high-quality mathematical knowledge journey as their peers. Our curriculum is mapped using the NCETM Curriculum Prioritisation framework and detailed spine materials. This framework provides a coherent, fully sequenced map of the primary mathematics curriculum, structuring units into manageable clusters that ensure mathematical concepts are introduced logically and built upon securely.

Central to this prioritisation framework is the integration of the DfE's Ready-to-Progress criteria. These criteria pinpoint the core, non-negotiable conceptual prerequisites required at the end of each academic year. By focusing tightly on these priority areas, we guarantee that all children—especially our most vulnerable—secure the vital building blocks necessary to successfully access the mathematics curriculum in the subsequent year group.

We categorise mathematical knowledge into three distinct, interconnected areas:

- **Declarative Knowledge ("Knowing That"):** The rapid recall of facts, relationships, and mathematical vocabulary (such as number bonds, times tables, and geometric properties).
- **Procedural Knowledge ("Knowing How"):** The step-by-step methods and algorithms required to input data and solve mathematical problems accurately.

- **Conditional Knowledge ("Knowing When and Why"):** The ability to reason mathematically, select appropriate strategies, and apply knowledge to unfamiliar problems.

Lessons are meticulously planned using a **small-step approach**. By breaking down complex concepts into bite-sized, sequential pieces of learning, we actively manage our pupils' cognitive load and support their executive functioning. Our classroom practice is fundamentally driven by the core **Five Big Ideas of Teaching for Mastery.**

Inclusion, SEND and Adaptive Teaching

We adapt our pedagogy, not our content. To support pupils with SEND and those from disadvantaged backgrounds, teachers use precise **adaptive teaching techniques**. We provide targeted scaffolding—such as pre-teaching key vocabulary, offering visual aids, and breaking instructions down further—to keep the whole class moving forward together.

Building Foundational Number Sense

In Year 1-3, our mathematical foundation is driven by the NCETM **Mastering Number** programme. This daily session focuses deeply on early number sense, subitising and a structural understanding of addition and subtraction. This early focus provides our most vulnerable learners with the foundational knowledge they need to access the future curriculum confidently.

Mathematical Oracy and Language

We place a powerful emphasis on structured talk. We explicitly teach and expect the use of **stem sentences** during lessons. These structured language frameworks level the playing field; helping all children articulate their reasoning, use precise mathematical vocabulary confidently and internalise concepts.

Technology and Adaptive Teaching (PedTech)

We utilise PedTech purposely to elevate daily classroom teaching and targeted practice:

- **Virtual Manipulatives:** Digital concrete resources are used to model abstract ideas visually, supporting adaptive teaching in real time based on student feedback.
- **Century Tech:** This AI-driven platform provides intelligent, adaptive fluency practice that adapts to the unique needs of individual learners.
- **Times Tables Rock Stars:** A motivational tool used across the school to secure the rapid, automatic recall of multiplication and division facts.

Leaders and teachers use precise formative and summative assessments, including comprehensive **QLAs**. These allow us to pinpoint where specific gaps exist. This precise data enables teachers to adapt their teaching at the point of need.

Targeted Interventions

We do not wait for pupils to fall behind before we act. We deploy an active model of support:

- **Keep Up, Not Catch Up:** We address learning gaps at the exact point of need—often on the very same day or within the same week—ensuring that children are ready for the next day's small step.
- **Number Stacks:** For pupils requiring more structured, diagnostic support, the *Number Stacks* intervention program is carefully deployed. This framework uses concrete resources and video-led models to systematically address gaps in priority knowledge, ensuring no child is left behind on their mathematical journey.