

East Dene Primary – 3 I's Maths

Intent

At East Dene Primary, our goal is for every child to become fluent, confident, and curious mathematicians. We strive to ensure pupils:

- Develop strong number sense through the Mastering Number programme
- Build fluency, reasoning, and problem-solving skills in every lesson
- Apply mathematical knowledge confidently in a variety of contexts
- Foster a positive attitude and enjoyment of maths through challenge, exploration, and discussion
- Gain the essential foundations needed for progression year after year

We are committed to equity and inclusion. All children, including those who are disadvantaged or have SEND, are expected to achieve well and experience success in mathematics.

Implementation

Our approach is guided by NCETM spine materials, Ready to Progress criteria, and the DfE prioritisation curriculum. Planning is sequential and cumulative, supported by pre-assessments to inform teaching and identify gaps.

Key features of our implementation include:

- Whole-class teaching with high expectations for every learner
- Daily Mastering Number sessions to strengthen number sense and fluency
- Embedded retrieval practice to secure foundational knowledge
- Targeted times tables provision, based on research, ensuring rapid recall and improving MTC outcomes
- Use of manipulatives, scaffolds, and representations to support and deepen understanding
- Problem-solving and reasoning integrated throughout all units to challenge all pupils
- Pre- and post-assessments to monitor progress and design targeted interventions
- Immediate and short-term interventions to keep pupils on track
- Promotion of mathematical talk through stem sentences, precise vocabulary, and partner discussion

Teachers continuously use assessment and feedback to shape learning, address misconceptions, and adapt provision.

Impact

As a result of this approach:

- Pupils develop secure mathematical foundations and make progress from their starting points
- Children increasingly demonstrate fluency, flexibility, and confidence
- Reasoning and problem-solving skills are evident in pupil work and discussions
- Times table fluency is improving, with MTC scores averaging 20/25
- Pupils speak positively about maths and show resilience and curiosity
- Children are well prepared for the next stage of learning

Our monitoring shows that maths is taught consistently well across the school. Regular evaluation, staff development, and curriculum refinement ensure ongoing improvement.