



# *Maths Intent, Implementation and Impact Statement*

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*Our Vision is of an inclusive, happy and successful school at the heart of the local community. Together, our families and staff help our children to become confident, independent learners that care for themselves, each other and the environment around them. Be brilliant, be bold, be kind and together we will believe, learn and achieve.*

**Maths Lead: Ben Lawrence and Cally Webb**

## **Curriculum Intent**

At Marlborough St Mary's, our engaging, active curriculum is inclusive, experiential and rooted in our Christian values. We enrich children's learning through practical, cross-curricular experiences that spark curiosity and resilience, enabling every child to thrive. We place a strong emphasis on the fundamental skills of reading and talk, ensuring our pupils develop a love of reading that opens doors to knowledge and imagination and the ability to communicate with clarity, confidence and respect. We want our pupils to feel a strong sense of connection: to each other, their families, our school and the wider community. Through partnerships with local schools, businesses and community groups, children learn to see their place in the wider world and understand how they can contribute positively to it. We also believe that joy should be at the heart of childhood. Our curriculum is deliberately designed to create moments of happiness, wonder and delight - experiences that make pupils smile, laugh and love learning.

Our curriculum is challenging, sequential and aspirational for all. It builds knowledge and skills over time while linking learning to real-life experiences. In doing so, we support children to grow independence, creativity and self-belief, preparing them to take their place as responsible and compassionate citizens of the Marlborough community and as citizens of the wider world.

## **Subject Intent**

At Marlborough St Mary's we believe that every child is a mathematician. By adopting a mastery approach, all children, regardless of their starting point, will maximise their academic achievement and leave Marlborough St Mary's with an appreciation and enthusiasm for Maths, resulting in a lifelong positive relationship with number.

We want all children to make rich connections across mathematical ideas so they can develop fluency and reason with confidence. Through thorough reading and discussion of mathematical problems, children build competence in solving increasingly sophisticated challenges. Talk is central: children are encouraged to explain, justify and question, developing a shared and precise mathematical language.

We want pupils to feel deeply connected to their learning, each other, their families and the wider community. Mathematics is made relevant by highlighting its usefulness in daily life and by drawing on real experiences within our local context.

Above all, we believe that childhood should be joyful. Our lessons explore the wonder and creativity of maths, immersing children in a challenging, inspiring and enjoyable mathematical journey where curiosity is celebrated, effort is valued, and mistakes are seen as essential steps to understanding.

## **Curriculum Implementation**



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To ensure consistency, progression and high expectations for all, we use the Can Do Maths small step approach, which carefully sequences learning in fluency, reasoning and problem solving. This structured approach gives all children the time, strategies and support needed to access and master new concepts.

Our approach to mathematics draws on our four drivers which are -

- **Talk**  
High-quality language structures are modelled and encouraged in every lesson. Pupils discuss ideas with partners and groups, explaining their thinking and actively listening to others. Sentence stems, guided reasoning prompts and mathematical vocabulary displayed on working walls support confident and collaborative talk.
- **Read**  
Pupils read mathematical problems, representations, stories and real-life scenarios to interpret information and extract meaning. Key vocabulary is explicitly taught, rehearsed and revisited so that children can read and understand mathematical language with independence and clarity.
- **Connection**  
Prior learning is revisited daily during Retrieve It tasks, helping children strengthen memory and link ideas together. Adaptive teaching ensures that resources, models and scaffolds support pupils in a way that is appropriate to their learning needs. Experiences such as mixed age collaboration problem-solving days and support from our neighbouring schools – Marlborough College and St John's - enable our children to see how maths connects them to others and to the wider world.
- **Joy**  
We deliberately plan opportunities that spark delight - including challenges, games, celebrations of effort, outdoor maths, practical investigations and shared mathematical play. Children are encouraged to take risks and see mistakes as valuable learning opportunities.

In addition to our small steps curriculum we have a short maths meeting each day. These comprise of an NCETM Maths sessions in EYFS and KS1 to secure early number sense. In lower KS2, daily Maths Meetings support rapid recall of times tables, while in upper KS2 these meetings reinforce key knowledge and fluency to maintain strong long-term retention.

### **Impact**

As a result of this approach:

- Children demonstrate quick recall of number facts and procedures.
- They recognise relationships, make connections and move fluently between methods and representations.
- Children speak confidently and clearly about their reasoning, using accurate mathematical language.
- They read and interpret mathematical problems with independence and understanding.
- They see mathematics as relevant to their lives, their community and their future.
- They enjoy maths, are proud of their achievements and truly believe they can succeed.

Our pupils leave Marlborough St Mary's as capable, confident and joyful mathematicians who are ready for the next stage of their learning.



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