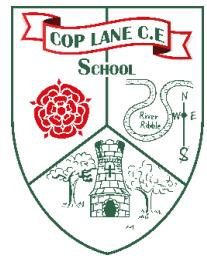


# Cop Lane C.E. Primary School

*A welcoming Christian community, committed to one another, giving our very best at all times.*



'I can do all things through Christ who strengthens me.' Philippians 4:13

**November 2025**

**Our school has adopted a Mastery approach to mathematics.**

**We use White Rose Maths to sequence and support teaching and learning from EYFS to Y6, supplemented by various other mastery materials.**

**Underpinning the use of these materials are the key points as described below.**

## *What can you expect?*

### Structure of our classes

- A Mastery approach rejects the idea that some children 'can't do maths'. We accept that all children can achieve well in maths.
- Children support each other's learning in mixed attainment groupings.
- Children use carefully chosen equipment to represent mathematical problems to expose mathematical structures.
- Children can talk about and explain the mathematics they are learning.

### Structure of our learning

- Our maths lessons comprise whole class teaching and independent practise time. Same day intervention aims to help children to keep up rather than catch up.
- We want our children to **know more and remember more**. We use Flashback Questions to help children revisit prior learning.
- Our learning uses a **Concrete, Pictorial, Abstract model**.
- Through careful lesson planning, all children are on a **learning journey** together from a shared starting point through small coherent steps that are achievable by all.
- The whole class is usually taught mathematics together. The learning needs of individual pupils are addressed through careful scaffolding, skilful questioning and appropriate intervention, in order to provide the necessary support and challenge.
- We use an *adaptive teaching* approach; most children will access the learning through appropriate support and skilful questioning.
- Some SEND children are given personalised outcomes and learning where appropriate to meet their needs.
- Carefully devised exercises employing **procedural and conceptual variation** are used. These provide **intelligent practice** that develops and embeds **fluency and conceptual knowledge**.
- Challenge is available to all through opportunity for deep learning, reasoning and open-ended challenging problems.
- The reasoning behind mathematical processes is emphasised in teaching and learning. Teacher/pupil interaction explores in detail how answers were obtained, why the method/strategy worked and what might be the most efficient method/strategy. Difficult points and potential misconceptions are identified in advance and strategies to address them planned.
- **Fluency and automaticity** will be taught in addition to the daily maths lesson:  
(Times tables and arithmetic practice across KS2, a daily (10-15 minute) fluency session in EYFS, KS1, Y3, Y4 and Y5 via the Mastering Number Programme).