



Mathematics

Subject Leader Report 2025-2026



Subject Leader: Andy Done

Autumn Term

This term has been both productive and enriching for mathematics at Masefield Primary School. The Maths Leader has continued to play an active role in monitoring and supporting the development of mathematics across all key stages. Activities have included lesson observations, learning walks, book scrutinies, pupil voice discussions, and refining teaching approaches to ensure consistently high-quality provision. These actions reflect our ongoing commitment to strengthening teaching and learning in mathematics and promoting progress for all pupils.

Early Years Foundation Stage (EYFS – Nursery and Reception)

In EYFS, the focus has been on developing early number recognition and understanding. Pupils have engaged enthusiastically with number songs and resources such as *Numberblocks*, which have supported their grasp of numerical concepts. The learning environment, indoors and outdoors, has been carefully planned to embed mathematics within continuous provision and play. This approach has enabled children to develop number sense in a natural, hands-on way, highlighting the importance of a rich and stimulating environment in the early stages of learning.

Key Stage 1 (KS1 – Years 1 and 2)

In KS1, pupils have concentrated on place value and building confidence in addition and subtraction. The use of part-whole models has supported conceptual understanding, while the *Fluency Bee* programme has enhanced mathematical fluency. Evidence from pupil work demonstrates improved recognition of numerical patterns and growing confidence in tackling basic arithmetic. Progress in fluency and number sense has been a particular strength this term.

Lower Key Stage 2 (LKS2 – Years 3 and 4)

In LKS2, pupils began the term consolidating place value and the four operations before moving on to multiplication and division. A key priority has been developing automaticity with times tables, an essential foundation for future learning. Pupils have engaged with platforms such as *TT Rockstars* and *One Minute Maths* to reinforce recall skills. This focus will continue next term to ensure all pupils achieve fluency in times tables, supporting problem-solving and reasoning across the curriculum.

Upper Key Stage 2 (UKS2 – Years 5 and 6)

In UKS2, pupils have worked on applying formal methods for multiplication and division to more complex problems. There has been a strong emphasis on reasoning and problem-solving, enabling pupils to apply their skills in real-life contexts and develop critical thinking. This focus will remain a priority as pupils prepare for end-of-key-stage assessments and transition to secondary education.

Next Steps

Looking ahead, we will continue to strengthen staff expertise through adaptive teaching strategies and effective use of concrete resources to scaffold learning. Our aim is to



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ensure all pupils, regardless of starting point, make sustained progress. We will maintain a strong emphasis on fluency, reasoning, and problem-solving to develop confident, capable mathematicians across the school.

Conclusion

Overall, this has been a successful term for mathematics at Masefield Primary School. The consistent focus on fluency, reasoning, and problem-solving has led to clear improvements in pupils' mathematical understanding. We look forward to building on this progress in the coming term, with a continued commitment to high-quality teaching and learning.

Spring Term

Spring Term Maths Report – Masefield Primary School

This term has continued to be both productive and progressive for mathematics at Masefield Primary School. The Maths Leader has remained actively involved in monitoring and supporting the quality of teaching and learning across the school. Monitoring activities have included lesson observations, learning walks, book scrutinies and pupil voice discussions. These have ensured that high standards are maintained and that staff are supported in refining their practice. There is a continued strong focus on consistency, progression and high expectations for all pupils in mathematics.

Early Years Foundation Stage (EYFS – Nursery and Reception)

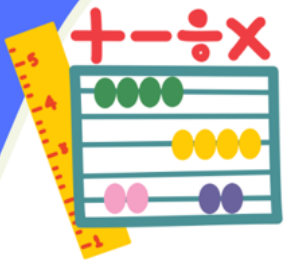
In EYFS, children have continued to build on their early number understanding through a range of practical and engaging activities. A strong emphasis remains on developing number sense through play, exploration and structured provision. Children are increasingly confident in recognising, composing and manipulating numbers, supported by a well-resourced environment both indoors and outdoors.

We are also pleased to report that EYFS has been selected to take part in the *Re-think Maths Trail*, funded by the Richmond Project, beginning in September 2026. This is an exciting opportunity to further develop early mathematics provision and strengthen teaching approaches within EYFS.

Key Stage 1 (KS1 – Years 1 and 2)

In KS1, pupils have continued to build on their understanding of number, with a focus on securing addition and subtraction strategies and applying these within a range of contexts. The use of part-whole models and visual representations remains a strength, supporting pupils' conceptual understanding.

The Fluency Bee programme continues to have a positive impact, helping pupils to develop rapid recall of key number facts and improve overall fluency. Pupils are



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becoming more confident in explaining their thinking and recognising patterns within number.

Lower Key Stage 2 (LKS2 – Years 3 and 4)

In LKS2, pupils have continued to strengthen their understanding of multiplication and division, with a sustained focus on times tables fluency. The use of platforms such as TT Rockstars and One Minute Maths has supported pupils in developing automaticity, which is increasingly evident in their work.

Pupils are beginning to apply their knowledge more confidently to problem-solving and reasoning tasks. Continued focus will ensure that all pupils are secure in their recall and able to apply this knowledge flexibly across different areas of the curriculum.

Upper Key Stage 2 (UKS2 – Years 5 and 6)

In UKS2, pupils have continued to develop their understanding of formal written methods and apply these to increasingly complex problems. There remains a strong emphasis on reasoning and problem-solving, with pupils encouraged to justify their answers and explain their mathematical thinking.

A highlight this term was the participation of Year 5 and Year 6 pupils in a live maths lesson delivered in collaboration with TT Rockstars and *I See Reasoning*. This provided an engaging opportunity for pupils to apply their skills in a dynamic and interactive setting, further promoting enthusiasm and confidence in mathematics.

Next Steps

Moving forward, we will continue to develop staff expertise, particularly in adaptive teaching and the effective use of representations and structures to support all learners. Ensuring that all pupils are both supported and challenged appropriately remains a key priority.

We will also continue to prioritise fluency, alongside reasoning and problem-solving, to ensure pupils develop a deep and secure understanding of mathematics.

Conclusion

Overall, this has been another successful term for mathematics at Masefield Primary School. Pupils continue to demonstrate strong progress in their understanding, confidence and enjoyment of the subject. The consistent focus on high-quality teaching and meaningful mathematical experiences ensures that pupils are well-equipped to continue building their skills in the summer term and beyond.



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Summer Term