Maths Policy

1. Aims

Mathematics is a fundamental part of everyday life and underpins learning across the curriculum. It equips children with essential skills for problem-solving, reasoning and understanding the world. At our school, we aim to develop confident, resilient mathematicians who can apply their knowledge in a range of contexts.

Our approach is informed by research from the Education Endowment Foundation (EEF), which highlights the importance of developing conceptual understanding alongside procedural fluency.

The aims of this policy are to:
- ensure a consistent and high-quality approach to the teaching of mathematics
- develop children's fluency, reasoning and problem-solving skills
- promote a deep understanding of mathematical concepts
- ensure all pupils can access and succeed in mathematics
- develop confidence and resilience in mathematical learning
- support pupils in applying mathematics across the curriculum

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2. Principles

Mathematics teaching at our school is based on the following principles:
- all children can achieve in mathematics with the right support
- conceptual understanding is prioritised alongside procedural fluency
- mathematical talk is central to learning
- pupils learn through carefully sequenced small steps
- misconceptions are identified and addressed promptly
- reasoning and problem-solving are embedded in all lessons
- learning is supported through the use of representations and structures

These principles ensure that pupils develop a secure and lasting understanding of mathematics.

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3. Teaching for Mastery Approach

Staff use a Teaching for Mastery approach, supported by the White Rose scheme, which provides a clear progression of skills and concepts across the school.

This includes:

Small Steps
Learning is broken down into small, manageable steps to ensure all pupils can access new concepts.

Representation and Structure
Concrete, pictorial and abstract representations are used to support understanding (CPA approach).

Mathematical Thinking
Pupils are encouraged to explain their thinking, justify their answers and make connections.

Variation
Carefully designed questions and examples help pupils notice patterns and relationships.

Teachers use back-and-forth teaching, make links to prior learning and use stem sentences to support pupils in articulating their understanding. This approach ensures that pupils develop a deep and connected understanding of mathematics.

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4. High Quality Teaching and Learning

High-quality teaching is central to successful mathematics learning. Staff support pupils by:
- modelling clear and accurate mathematical methods
- using precise mathematical vocabulary
- promoting and developing mathematical language
- asking questions that encourage reasoning and explanation
- addressing misconceptions in the moment
- providing opportunities for guided and independent practice
- adapting teaching to meet the needs of all learners

Teachers use formative assessment to inform teaching and ensure all pupils make progress.

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5. Fluency and Arithmetic

Fluency in number is prioritised across the school. From Year 1 to Year 6, pupils take part in daily arithmetic sessions lasting 15–20 minutes.

These sessions:
• follow the White Rose Fluency Bee structure
• focus on addition and subtraction within 10 and 20 before progressing to multiplication and division
• provide regular opportunities to revisit and secure key skills
• are adapted to meet the needs of pupils through targeted grouping
• aim to address gaps in learning and build confidence

These sessions support pupils in developing automaticity and confidence with number.

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6. Mathematical Talk

Mathematical talk is a key component of learning. Staff support this by:
• encouraging pupils to explain their thinking
• using sentence stems to support responses
• promoting discussion and collaboration
• modelling correct mathematical language
• giving pupils time to think and respond

This helps pupils to develop confidence, clarity and depth in their mathematical understanding.

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7. Fluency, Reasoning and Problem Solving

Mathematics lessons provide opportunities for pupils to develop:

Fluency
• efficient and accurate recall of key facts
• secure understanding of procedures

Reasoning
• explaining and justifying answers
• making connections between concepts

Problem Solving
• applying knowledge to unfamiliar situations
• selecting appropriate strategies
• persevering when faced with challenges

These elements are embedded within daily mathematics teaching.

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8. Use of Representations and Resources

Concrete and pictorial resources are used to support understanding across all year groups. These may include:
- manipulatives such as counters, cubes and place value equipment
- number lines and hundred squares
- visual representations such as bar models

Resources are used to:
- support conceptual understanding
- make abstract ideas more accessible
- help pupils explain their thinking

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9. Early Years Mathematics

In the Early Years, mathematics teaching is informed by the pedagogy of Karen Wilding (EY Maths Consultant).

This approach emphasises:
- developing deep understanding of number through exploration and play
- subitising, counting and number sense
- high-quality adult interaction
- use of manipulatives and practical experiences

Mathematics is embedded within continuous provision and adult-led sessions, ensuring children develop strong mathematical foundations.

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10. Mathematics Across the Curriculum

Mathematics is applied across a range of subjects to support deeper understanding. Teachers provide opportunities for pupils to:
- use mathematical skills in real-life contexts
- apply number skills in other subjects such as science
- interpret data and solve problems
- develop practical and financial understanding

This helps pupils see the relevance of mathematics in everyday life.

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11. Learning Environment

Classrooms are designed to support mathematics learning through a rich and supportive environment. This may include:
- working walls that reflect current learning
- key vocabulary displays
- examples of methods and representations
- accessible resources to support independence
- opportunities for discussion and collaboration

A well-organised environment supports confidence and independence in mathematics.

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12. Recording and Presentation

Pupils are supported to present their mathematical thinking clearly and systematically.

Expectations include:
- clear and organised recording of work
- use of correct mathematical vocabulary
- showing methods and reasoning, not just answers
- use of diagrams, representations and models where appropriate

Recording reflects the school's mastery approach, allowing pupils to demonstrate their understanding as well as their final answers.

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13. Assessment, Monitoring and Professional Development

The school is committed to continually improving mathematics provision.

Assessment and monitoring may include:
- formative assessment within lessons
- summative assessments
- lesson observations
- learning walks
- pupil discussions
- work scrutiny

Staff engage in professional development to ensure consistency and high-quality teaching across the school.

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14. Roles and Responsibilities

Headteacher / SLT
- ensure mathematics remains a priority across the school
- provide professional development opportunities
- monitor implementation of the policy

Maths Lead
- support staff in delivering high-quality mathematics teaching
- monitor teaching, learning and outcomes in mathematics
- provide guidance and professional development
- ensure progression and consistency across the school

Teachers
- deliver high-quality mathematics lessons
- adapt teaching to meet the needs of all pupils
- promote mathematical talk and reasoning
- assess and respond to pupils' understanding

Teaching Assistants
- support pupils' learning in mathematics
- reinforce key concepts and vocabulary
- support pupils through targeted interventions

This policy was written in March 2026 and will be reviewed in March 2027.

Signed (Subject Leader): _____

Head Teacher: _____

Chair of Governors: _____