



Maths Curriculum Policy

Intent

Vision and Aims

- To cultivate a deep understanding of mathematical concepts, enabling pupils to become confident and flexible mathematicians, as well as resilient and curious thinkers.
- To develop a strong sense of number and number fluency, in order for the pupils to have strong foundational knowledge and understanding, and become proficient in mathematical concepts.
- To foster a love for mathematics and its applications in everyday life, as pupils become adept at making connections and applying their skills to solve problems and through reasoning.
- To ensure all pupils, regardless of their starting points, achieve high standards through high-quality first teaching and a mastery approach, which ensures everyone can learn and enjoy mathematics.
- To ensure all pupils are able to recognise the importance of maths in the wider world and they are able to use their mathematical skills and knowledge confidently in a range of different real life contexts.
- To enhance understanding using manipulatives, representations, and questioning techniques. As well as offering adapted opportunities for all learners.

Knowledge and Skills Focus

- Development of coherence in mathematical concepts, ensuring pupils can make connections across different areas of mathematics.
- Strong foundational knowledge in number sense, including addition, subtraction, multiplication, and division.
- Proficiency in the use of manipulatives and concrete resources to enhance understanding and representation of mathematical ideas.
- Application of mathematical language, reasoning, and problem-solving skills to develop critical thinking and analytical abilities.

Curriculum Progression

- Clear progression from concrete to abstract understanding of mathematical concepts across key stages. All year groups using representations and the concrete, pictorial, abstract (CPA) approach.
- Emphasis on building fluency in number and operations in early years and key stage one. Enhancing their fluency in key stage two and leading to more complex problem-solving in upper primary.
- Regular opportunities for pupils to revisit and consolidate prior learning, ensuring retention and deepening of understanding.

Inclusion and Accessibility

- Curriculum designed to be ambitious and accessible for all students, including those with SEND and disadvantaged backgrounds.
- Adaptation of learning opportunities to ensure high expectations are maintained while providing appropriate support for diverse learners.
- Use of varied teaching strategies and manipulatives to engage all pupils and encourage mathematical thinking.

Implementation

Teaching Approaches

- Use of a mastery approach to teach mathematics, focusing on depth of understanding rather than speed.
- Lessons are organised and delivered through these core areas: **Quick Recall, Revisit, Explore, Practice, and Apply.**
- Incorporation of manipulatives and concrete resources to support conceptual understanding and engagement.
- Implementation of questioning strategies that promote reasoning and encourage pupils to articulate their thought processes.
- Use of visual representations, such as number lines and bar models, to help pupils conceptualise mathematical problems.
- Use of sentence stems to support the pupils to vocalise their understanding and give clear explanations.

Curriculum Delivery

Key Stage 1 and 2:

- Delivery of a structured maths curriculum that aligns with the National Curriculum, ensuring coverage of all key areas of mathematics, through **daily scheduled maths lessons** that incorporate varied activities, including collaborative mathematical discussions, problem-solving and independent practice. Lessons are sequenced to build on prior knowledge, ensuring smooth transitions between topics and concepts.
- Daily '**Quick Recall**' is taught at the start of every maths lesson to ensure the pupils maintain a strong knowledge of key facts and to consolidate facts they need to work on instantly recalling. To ensure progression, teachers work through the designated skills in their year group each half term. If further areas of consolidation arise in the term then these can be included in the 'Quick Recall' starter.
- Teachers mostly use the **White Rose Maths** scheme of work to structure the maths curriculum in each year. It is based on progressive blocks of learning, to ensure appropriate coverage and progression of mathematical concepts. It supports the mastery approach by ensuring that pupils are able to focus for longer on each specific area of maths and concepts are truly embedded before learning moves on.

- Teachers are encouraged to **adapt the resources provided by White Rose Maths** with those from other mathematical schemes and platforms, such as, The **NCETM**, Active Learn, Purple Mash, Classroom Secrets, Third Space Maths etc. A range of models and visuals help to boost pupils' mathematical fluency and support understanding of abstract concepts and problems.
- A separate **Mastering Number** session is also taught in the school day. In KS1 they do 4 sessions a week of KS1 Mastering Number, which focuses on the development of number fluency through addition and subtraction. In Year 3 they do up to 4 sessions a week, which focuses on revisiting and enhancing their mastering number skills from KS1. In Year 4 and Year 5 they do 4 sessions a week of KS2 Mastering Number, which focuses on developing their understanding of multiplication and division.
- Teachers use **Times Tables Rock Stars** to develop the pupils' multiplication knowledge. Pupils from Year 2 to Year 6 are given a login to use the resource at home and in school. They receive certificates and rewards for their efforts. Teachers also use a variety of resources, games and activities to enhance the pupils' times table fact recall.

EYFS:

- Teachers deliver short daily maths sessions using the **EYFS Mastering Number** programme. The programme is built on developing the pupils' early number sense, understanding and fluency.
- With pupils of varying abilities entering the school, the emphasis is on truly mastering counting to ensure that all pupils have solid foundations in the application of number.
- The slow pace allows pupils to master and explore concepts in meaningful and relevant contexts to deepen their understanding.
- It provides examples and guidance on physical resources, pictorial representations, songs, stories, games and role-play, to supplement continuous provision.
- Teachers **supplement the EYFS Mastering Number programme with aspects of the White Rose Maths programme**. This is carefully linked and considered. Particularly, using lessons for teaching geometry.
- Staff in the EYFS classroom question children according to their current learning and provide immediate feedback to challenge them to move on to their next steps.

Assessment Approaches

- Formative assessment strategies, including regular verbal feedback and questioning, to inform teaching and support pupil progress. Ongoing assessment occurs throughout the lessons; it allows teachers to question learning carefully, address misconceptions promptly and adjust learning accordingly.
- Teachers work alongside the pupils in the lessons and check their understanding. Pupils record their work in maths books, using a variety of formats, representations and demonstrating their ability to apply their understanding of the key skills taught. Pupils use self-assessment to encourage reflection and ownership of learning. Teachers check and mark books against the learning objective.
- Summative assessments are made to evaluate understanding at key points in the curriculum, ensuring alignment with national expectations. At the end of each White Rose Maths block of work, pupils complete an end of unit assessment to assess their application of the skills taught. The results of the assessment are then used by the teachers to support their judgement of whether the pupil is 'working towards', 'age-related' or 'greater depth' in expectation. Teachers report their combined formative and summative assessment on a 'Maths End of Block Assessment Sheet' for each unit of work.
- From Year 2 onward, the teachers work with the pupils on their arithmetic skills and use a variety of arithmetic tests to assess the pupils' skills and understanding. Teachers can identify targeted areas for learning.
- Teachers, Senior Leaders and the Maths Subject Leader, regularly track pupil progress through data analysis to identify gaps and inform targeted interventions.

Supporting All Learners / Inclusion

- Teachers reinforce an expectation that all children are capable of achieving high standards in maths. The majority of pupils progress through the curriculum content at the same pace.
- Encouragement of a mastery approach, promoting resilience and perseverance in tackling mathematical challenges.
- Where pupils find the pace or skills more demanding than the task and learning is adapted to support their needs, ensuring all learners can access the curriculum.
- Use of targeted interventions for pupils who require additional support to achieve their mathematical potential. Teachers utilise assembly times to support targeted pupils.
- The 2014 National Curriculum states: 'Decisions about when to progress should always be based on the security of children's understanding and their readiness to progress to the next stage.' If a child's needs are best met by following an alternative plan, including coverage of the content from younger years, then specific arrangements for the provision of pupils with SEND will be communicated to parents and carers during One Planning meetings.

Resources and Staff Development

- Provision of high-quality resources, including manipulatives and digital tools, to enhance teaching and learning.
- Ongoing professional development for staff to ensure effective implementation of the mastery approach and innovative teaching strategies.
- Collaboration and sharing of best practices among staff to continuously improve the quality of mathematics education.
- Access to online platforms and training for teachers to stay updated with the latest pedagogical research and techniques.

Impact

Knowledge and Skills Evaluation

- Regular monitoring of pupil progress through formative and summative assessments to evaluate knowledge and skills acquisition.
- Analysis of assessment data to identify trends and areas for improvement, informing future teaching strategies.
- Use of diagnostic assessments to pinpoint specific areas of strength and weakness in mathematical understanding.

Assessment Impact

- Assessment outcomes used to measure the effectiveness of teaching and the impact of the curriculum on pupil learning.
- Tracking of pupil progress over time to ensure all students are making expected or better than expected progress.
- Implementation of pupil progress meetings to discuss assessment data and adjust teaching strategies accordingly.

Wider Impact Indicators

- Increased pupil confidence and enjoyment in mathematics, evidenced through pupil voice and engagement in lessons.
- Development of transferable skills that pupils can apply in other subjects and real-life situations.
- Positive feedback from parents and the community regarding pupils' mathematical abilities and enthusiasm.

Quality Assurance

- Regular reviews of the mathematics curriculum and teaching practices to ensure alignment with Ofsted expectations and best practices.
- Observations and evaluations of teaching to provide constructive feedback and support continuous improvement.
- Engagement with the schools in the trust to validate the effectiveness of the mathematics curriculum and its implementation.
- An overview of the maths curriculum is available on the school's website, as well as guidance in the progression in calculation methods used by the school.
- Parents are informed of their child's progress at Parents Evenings and this is also communicated in the written school reports. Parents and carers are encouraged to speak to their child's teacher at any point during the year, either informally or by making a specific appointment.

Date of Policy: Summer 2026

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