MATHS POLICY

2026 - Ongoing

Aims: Children enjoy maths and become confident, skilled mathematicians – making links to real-life.

Teaching approaches: We follow a whole school mastery approach for maths recognised by the DfE. Maths lessons are all aimed at end of year expectation and sessions are structured to promote fluency (including Numbots in Year 1 and Times Tables Rockstars Y2-Y6), develop mental maths skills and problem-solving techniques. Focussed arithmetic lessons (Y1-Y6) emphasise bar modelling techniques and the importance of models and images in maths. Maths Rockets is a mental maths incentive from Nursery to Y6 that progresses in expectation according to each year group.

Differentiation and challenge: Children will be supported through: extra fluency, intervention, CPA approach, skilful questioning. Children who are 'rapid graspers' or 'working at greater depth' in maths will be challenged through their explanations, through their responses to a problem and through careful questioning from teachers. Children will be encouraged to provide solutions to a problem in different ways; considering which is most effective and why.

Growth Mindset: We promote resilience in maths so that children are problem-solvers. Growth Mindset is built into lesson planning and referenced by staff throughout the entire curriculum.

Maths Curriculum: We instil the core NC aims of fluency, reasoning and problem solving, following the NC and are guided in planning by NCETM.

Inclusion and equal opportunities: All children can and will succeed in maths. Our curriculum is fully inclusive and supports ranging needs and cultural diversity.

Intervention: Teachers follow a same-day intervention approach. Teachers and teaching assistants often carry out daily intervention programmes based on needs of the children. Our approach to intervention is reactive and linked to the curriculum content.

Speaking and listening: As with the mastery approach, children are encouraged to become mathematically articulate – speaking in full sentences and using appropriate vocabulary. Children are encouraged to talk mathematically through the use of stem sentences, displaying key vocabulary, KAGAN models, talk partners and through peers modelling accurate and articulate explanations.

Planning in maths: We adopt the NCETM curriculum (linked to the National Curriculum). Teachers plan weekly overviews, using a range of resources and publications that

support a mastery approach. Teachers' planning is adapted according to the needs of the children on a day-to-day basis.

Teaching of calculation: We follow calculation guidance specified by the National Centre for Excellence in Teaching Mathematics and as set out in our whole school 'mastery calculation policy'.

Timetabling of maths: Maths is taught daily. Lessons in KS1 are 45-50 minutes. In Key Stage 2, we teach maths daily with other opportunities for promoting fluency and arithmetic outside of the daily lesson. Mastering Number is taught in KS1 and KS2.

Maths in Early Years: Mastery maths is now embedded in the Early Years. We plan for maths in the learning environment and support this through practical resources, such as Five Frames and Numicon. Maths activities are taught both whole-class and in small group. Nursery and Reception teachers plan together for coverage and depth in maths.

Assessment: Assessment happens daily through questioning and diagnostic marking. Teachers use assessment trackers to indicate progress in maths and these are updated regularly. Termly assessments are given to children and these form part of the overall teacher judgement along with books. Children are identified as working towards, within (AT) and above Age-Related Expectations (ARE).

Homework in maths: Teachers may set weekly homework by paper, CGP books and online My Maths. Children are expected to learn their times tables from Year 2. Numbots and TTRs also supports the development of mathematical fluency both in and out of school.

Information and communication technology (ICT) in maths: Maths is linked to computing where applicable. Teachers use ICT to support teaching (for example, interactive resources and maths programs) and pupils use ICT to support learning.

Involvement of home: Expectations in maths are shared with parents/carers at start of the year and updated at parent meetings. Maths Rocket awards (for fluency) are also highlighted to parents.

Resources in maths: Mastery maths promotes a CPA approach to teaching and learning. Children have daily access to maths resources to support their learning. This also evidences differentiation and challenge for children.

CPD in maths: Will be delivered by Maths Lead, key teachers, involvement in maths hubs and through the local authority.

Work and presentation: Jottings and workings are promoted in maths. Children are encouraged to use models and images in their explanations. Work is completed in pencil with responses/corrections in green.

Marking: Most marking is done 'live' during lessons, teachers will respond to misconceptions as a whole class or through intervention. Pupils will also self-

assess/peer mark. We do not encourage lengthy comments in maths marking. Learning objectives will be highlighted green when children have been successful.

Evaluation and monitoring: There are monitoring cycles for maths through formal observations, performance management, pupil voice discussions, governor meetings, learning walks/drop-ins and work scrutinies.

School governor role in maths: There is a link governor allocated for the oversight of maths. Key documents/action plans will be shared when updated and regular meetings will be held with the link governor. For further explanation or clarification of any item discussed in this policy, please see maths lead Erin Kennedy.

Policy links to articles: 2, 6, 13, 13, 28, 29 & 30