

St Mary's Bryanston Square CE Primary School



Mathematics Policy November 2025

Excellence with Compassion

"Love your neighbour as yourself." Mark 12.31

Purpose

This policy aims to ensure that the teaching of maths across the school is consistent and effective:

- Helping pupils develop an enduring enthusiasm for mathematics
- Building upon prior knowledge and learning, including mathematical skills and vocabulary, ensuring continuity and progression across the school in mathematical learning in accordance with the National Curriculum
- Equipping pupils with a depth of knowledge and lifelong skills and strategies to enable them to be successful in the next stages of their life
- Providing a range of learning experiences that encourage all pupils to extend their understanding of mathematics, according to their needs; irrespective of their ability, race, gender, class or ethnic origin
- Involving parents as much as possible in supporting pupils' mathematical learning
- Encouraging pupils to excel in their mathematics learning and strive to be the best they can be, influenced by the school's Christian values

Aims

At St Mary's, we want maths to:

- Be **relevant and meaningful** to the pupils so that they can see how it plays a part in their world, the real world and the 'maths world'
- Build pupils' **resilience**
- Develop pupil's **fluency, reasoning** and **problem solving** skills
- Give pupils the opportunity to **enjoy** numbers for numbers' sake
- Enable pupils to **make links** between different areas of maths (i.e. recognise that a missing number question is the same as finding how much liquid is added to a jug) and across the curriculum
- Enable every pupil to **achieve** well

Agreed Procedures

Whole School:

- We base our teaching on the mastery principles:
 - Having a C-P-A (concrete, pictorial, abstract) approach to teaching
 - Opportunities for the pupils to become fluent in maths facts and make links between different areas of maths
 - Ensuring pupils are exposed to a variety of representations, concrete, pictorial and abstract representations and forms of recording, and so are more able to apply their knowledge to unfamiliar situations and new problems
 - Providing pupils with opportunities to use and apply their knowledge in different contexts and to solve problems and investigations
 - All pupils having the same opportunities to access the curriculum by having a low threshold, high ceiling approach with no fixed maths groups, ensuring all pupils can access the learning but no pupils are having their learning capped and are able to constantly be challenged
- Throughout the school we use 1:1 and small group teaching to enhance the whole class teaching, enabling pupils to reach the highest possible standards by addressing any individual gaps or misconceptions
- Pupils are given regular opportunities to apply their mathematical knowledge through problem solving, puzzles and investigations
- Lessons follow the basic structure:
 - Revisit prior learning and practise fluency
 - Daily counting based on year group aims
 - Introduce new learning, focusing on 'what, why, how', link to real world applications

- Direct teaching following the 'I, we, you' modelling structure
- 20-25 minutes of independent work that includes consolidation, raw calculation, reasoning and problem solving, with word problems that link to real world applications
- Plenaries used throughout the lesson, when the teacher deems appropriate, to address misconceptions or consolidate learning based on assessment for learning in the lesson by the class teacher

Early Years Foundation Stage:

- In the Early Years Foundation stage (Nursery and Reception classes), the curriculum is guided by the Early Years Outcomes and supported by the White Rose Maths Hub and school expectations
- A range of independent and adult led Maths activities are available on a daily basis, both indoors and outdoors (including during child initiated learning)
- Maths activities in the EYFS should always be set in a practical context and should reflect the principles of mastery teaching
- Clear opportunities throughout the day should consolidate mathematical learning such as counting during transitions or counting out objects at snack time, etc.
- The Early Years Outcomes are used as the basis for the learning objectives
- Pupils in both classes are assessed against the these statements
- Foundation Stage assessments are updated weekly from observations and pupils' emerging attempts to record work will be captured
- If pupils are judged to be working within the Early Learning Goals at 'expected' or 'exceeding', an appropriately challenging curriculum will be put in place for them.

Nursery:

- In Nursery, maths teaching starts with number songs and rhymes, to help pupils develop the appropriate language skills for direct maths teaching
- Direct maths teaching is always practical and focuses on number recognition, counting and shape
- Regardless of the language levels of pupils, there are always opportunities for maths learning in the independent activities available
- We encourage children to begin forming their numbers from 0 – 9 by the end of their time in Nursery

Reception:

- In Reception class, the pupils have at least 3 formal maths sessions a week, each followed by an adult-led activity with the teacher
- In the Autumn term no formal recording is required from pupils in Reception, in the Spring term one piece of work per week should be recorded in books by most pupils in Reception, in the Summer term the more able pupils should be recording up to two pieces of work per week in their books. The remaining pupils can continue formally recording one piece of work per week in their books. This increase in recording is to prepare the pupils for their further learning in Key Stage 1
- The pupils' emerging attempts to record work are also recorded in their Foundation Stage profile, which are shared with parents

Key Stages 1 and 2:

- In Key Stages 1 and 2, we follow the National Curriculum
- In Key Stages 1 and 2 the National Curriculum is taught through a range of resources, but predominantly through the White Rose Maths scheme which encourages pupils to build deep understanding, confidence and competence in maths and promotes all pupils to achieve excellence through a mastery approach
- All pupils in Key Stages 1 and 2 are expected to have formal recording in their maths journals three times a week and to produce working wall work or group work two times a week

Class Teacher Planning and Assessing:

- Weekly plans are stored electronically on the network and are updated in response to the pupils' outcomes
- The Calculation Policy is used to ensure progression in the mathematical knowledge and strategies the pupils are taught
- Pupils' progress will be monitored in line with the school Monitoring Policy
- Assessments will be informed by both formative and summative assessments, evidenced in pupils' work and end of unit or term tests
- Books should be marked in accordance with the Marking Policy

Subject Leader:

- The leader will ensure all classes have appropriate, age-related resources available in their classrooms and will ensure additional resources are available in the Maths resource cupboard in the computing room
- The leader is responsible for monitoring:
 - the broad and balanced curriculum being taught to pupils, in line with the expectations detailed in the National Curriculum and the principles of mastery teaching
 - that the quality and content of Maths teaching is consistent across the school and in line with the yearly progression documents
 - pupils' achievement and progress is in line with or above school targets
 - teachers are confident in their teaching of mathematics and have sufficient support, advice and guidance to support their own subject knowledge, through high quality CPD.
- The leader will monitor on a termly basis the quality of education within Maths through lesson observations, learning walks, planning and work scrutinies, as well as pupil conferencing and data analysis. Where possible, teachers are involved in these activities (e.g. peer observations, work scrutinies in staff meetings) so that they are actively engaged in their own professional development
- The leader, along with the SLT, organises regular opportunities for training and development which are provided through staff meetings, Mastery training courses, observations of teaching both in and out of school and individual feedback

Other relevant policies:

- SEN/D
- Home Learning
- Teaching and Learning
- Marking & Feedback
- EAL
- Assessment and planning
- Calculation policy
- Monitoring policy

Revised: November 2025

To be reviewed: October 2026