Mathematics Policy

St Peter's Church of England (Voluntary Controlled) Primary School

Our Christian Vision

As part of a church school family that grows together in compassion and kindness, we aspire to be the best that we can be.
We flourish through the connections and relationships we nurture, guided by our Christian values.
Our uniqueness is embraced; our faith and beliefs guide us to be courageous enough to stand up for what is right; and bold enough to evoke change in our world, just as Jesus did.
As James 2:18 reminds us, *'I will show you my faith by my actions'*

Reviewed: April 2026

At St Peter's, we encourage all children to aspire to reach their full potential within a caring Christian community. In mathematics, we provide an inclusive curriculum that cares for the needs of every learner and empowers children to develop fluency, critical thinking, reasoning and problem-solving skills, while confidently communicating their understanding. Through perseverance, collaboration and respect, pupils live out our values of 'I will show you my faith by my actions'.

Children are given opportunities to apply their mathematical learning across the curriculum, helping them to see its relevance in everyday life. mathematics is a universal language central to modern society and essential for future learning, employment and independent life beyond education.

Aims

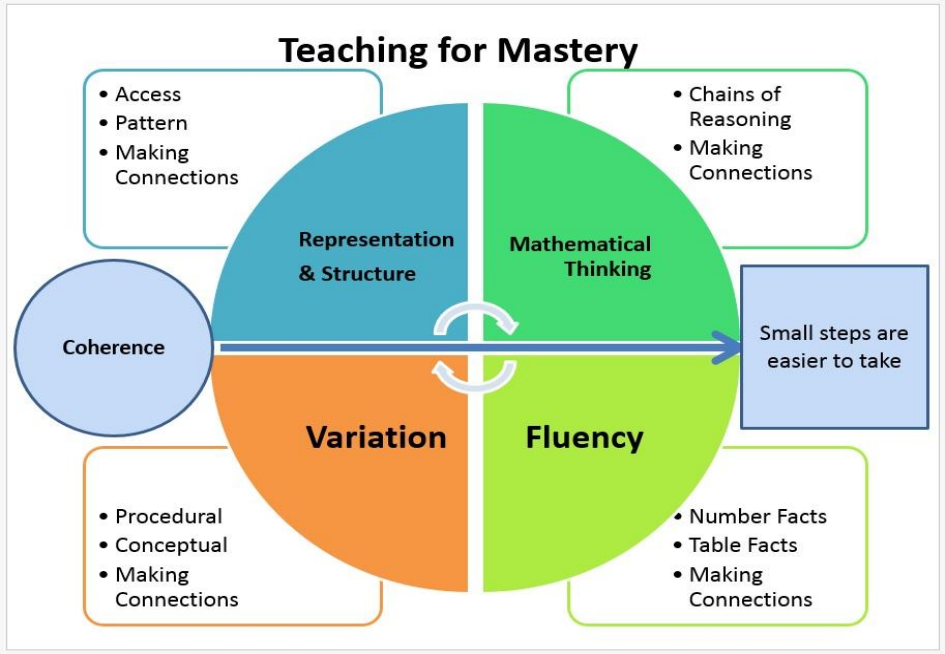
The aims of mathematics teaching at St Peter's are aligned with the goals of the National Curriculum: fluency, reasoning and problem solving – both in the mathematics lesson and across the curriculum. We recognise that pupils need to learn basic number facts and acquire fluency in procedures, alongside developing conceptual understanding to enable them to solve increasingly complex problems in life, and later in the workplace. With this in mind, the aims of this mathematics Policy are:

- To provide opportunities for children to explore concrete and pictorial representations before moving onto abstract concepts.
- To provide a rich environment that promotes learning mistakes.
- To equip children to solve problems by applying prior knowledge.
- To promote enthusiasm and enjoyment for learning through exciting teaching and learning opportunities.
- To develop logical thinking, reasoning and problem-solving skills through natural curiosity and investigative approaches.
- To develop a thorough knowledge and understanding of numbers and the number system.
- To encourage a range of strategies to solve problems by linking ideas together.
- To provide opportunities for deeper learning through a mastery approach including reasoning, problem solving and varied fluency etc.
- To understand the importance of mathematical skills in everyday life.
- To maintain high expectations for all learners within mathematics.
- To ensure full coverage of the National Curriculum in mathematics in all year groups.

A Mastery Approach

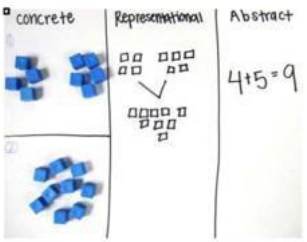
A mastery approach to the teaching of mathematics has been adopted, to enable high expectations of all our pupils. Staff at St Peter's endeavour to make the mathematics curriculum accessible to all pupils, moving them through the programme of study at broadly the same pace.
Mastery means pupils acquiring a deep, long-term, secure, and adaptable understanding of the subject.

The phrase 'teaching for mastery' describes the elements of classroom practice and school organisation that combine to give **all** pupils the best chances of mastering maths. Mastery is not just for pupils working at greater depth but is an aim for all children.
Research suggests that pupils develop a deep, long term and adaptable understanding of mathematics through mastery approaches.



Concrete – Pictorial – Abstract

St Peter's are using CPA approaches within maths teaching; this is recognised as a highly effective approach that supports the understanding of mathematical concepts. Further information on our approaches can be found in our calculation policies.



Using concrete resources during the initial learning in a unit allows opportunities for informal play/exploration to occur. Within the pictorial stage pupils will need to draw representations (e.g., Base 10, Numicon or place value counters); this is to reinforce the concept being taught. The abstract stage often runs alongside the concrete and pictorial stage as children will need to read mathematical statements and use the concrete resources or pictorial representations to show their understanding. Having the abstract alongside also allows for children to make their own links and clearly see where and why digits are being manipulated.

Growth Mindset

The Mastery Approach in mathematics also includes adopting a 'growth mindset' which is essential for learners to be successful. Children at St Peter's are encouraged to believe they are all capable of learning and succeeding in mathematics, given sufficient time, good

teaching, appropriate resources and effort, but most importantly – learning from mistakes and using these as an opportunity to learn.

Growth Mindset features:

- Everyone can learn mathematics to the highest levels.
- Mistakes are valuable as a learning opportunity.
- Questions and explanations are important.
- Mathematics is about creativity, pattern spotting and sense making.
- Communication and making connections are vital components of mathematics.
- In mathematics lessons, the focus is more on depth of understanding than speed.

Planning

Weekly lesson plans follow the White Rose maths scheme of work. These are saved in a planning file on the school system, along with required resources. Teachers, in each year group, have been provided with resources to support planning mathematics at greater depth, including textbooks, workbooks, online resources, practical resources, games and software.

In EYFS maths is a practical, activity-based subject both indoors and outdoors. In EYFS, mathematics is planned by teachers, with a range of continuous provision opportunities provided for children to access independently outside of discrete adult-led sessions where they can explore and deepen their understanding of mathematical concepts. The teachers follow the White Rose maths Scheme and well as other resources to supplement the learning.

Mathematics Lessons

There are key aspects of mathematics teaching in every classroom at St Peter's:

- Positive attitudes towards mathematics and a sense of excitement.
- Mathematical skills being practised and applied across the curriculum.
- Daily number based arithmetic activities focusing on practise of key skills such as times tables and recall of previous skills to increase number fluency.
- A mathematically rich environment that supports learning.
- Adults skilfully questioning children
- Questions are followed up by explanations from the children to allow them to use a wide range of mathematical vocabulary to support their reasoning.
- The children use a range of sentence stems to scaffold their verbal reasoning.
- Children are challenged through varied, rich and complex problems/representations.
- Scaffolding is provided for children when required.
- Regular assessments identify children who require support; this is acted upon by teachers.

Children are taught in single year group classes where possible, in line with the mastery approach. Lessons are structured with assessment opportunities and challenge throughout. This provides opportunities to evaluate what has been learnt, review success criteria and address misconceptions. It should also provide opportunity for peer/self-assessment so

children understand what they attained and where to go next. There are no specific time limits for the different parts of a lesson or a pre-determined format; however, quality mathematics lessons should include:

- High demands of pupil involvement and engagement with their learning.
- Highly focused lesson design with small steps to learning.
- Appropriate use of teacher questioning, modelling and explaining.
- An expectation that pupils will accept responsibility for their own learning
- Regular use of praise and encouragement to engage and motivate pupils.
- An emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups.

Mathematics Working Wall

It is expected that all classrooms will have a mathematics Working Wall. This board is changed to reflect the teaching and learning activities happening in the classroom. This display should include materials to support children (e.g., models and success criteria) when accessing their independent tasks. Mathematics working walls are clearly visible and provide the children with key vocabulary, number facts and prompts.

Mathematics Assessment

Children's mathematics books, folders and assessments provide evidence of progress and attainment. Learning is recorded in as many ways as possible to provide the children with a range of experiences e.g., photographs (some uploaded to Seesaw), pupil reflections, observations, collaborative learning strategies, evaluations and unit reviews. Teacher assessments are based upon the practical, written and oral work completed by the children.

There are a number of different styles of assessment in our mathematics curriculum:

- Formative – on a daily and weekly basis, teachers monitor progress and learning to ensure the children are understanding their new learning before moving on. Working documents are kept where teachers assess children as red, amber or green against the Learning Objective. These records are then used to support teacher assessments and track progress, so future planning can be adjusted accordingly.
- Termly / End of unit assessments – teachers use their knowledge of each child and evidence gained to make individual judgments for each child's mathematical ability. As part of this, children complete Cornerstones / White Rose assessments.
- KS1 SATS – at the end of year 2, teachers have the option to assess children using the KS1 SATS assessments.
- KS2 SATS – at the end of year 6, children complete 3 mathematical test papers (1 arithmetic paper and 2 further papers based upon the child's ability to reason), that assess the children's understanding of the Key Stage 2 curriculum. The class teachers also submit their judgment of the children's attainment termly with the support of summative assessments.
- At the end of Year 4, children complete the national Multiplication Table Check. They

also complete termly practise checks, so progress can be monitored.

Cross-curricular Learning

Although mathematics is taught as a discrete subject, staff are encouraged to exploit any cross- curricular links and provide opportunities for children to demonstrate their knowledge of concepts or skills in other subjects.

Homework/ Parental Involvement

We encourage parents to actively talk to and let their children show them their mathematical ability. Telling the time and times table knowledge is encouraged to be frequently revisited at home. The children all have access to Time Tables Rockstars (TTRS) or Numbots to support their learning both in school. On TTRS, children are set battles and challenges to compete with other pupils.

Leadership and Management of Mathematics

The Maths Coordinator works in conjunction with the S.L.T. The role of the subject leader involves:

- modelling good practice;
- being responsible for the upgrading and ordering of resources and arranging for their storage;
- keeping informed about developments and new initiatives via teaching hubs, to support the teaching of maths and ensure staff are updated;
- training staff in teaching and learning of maths;
- monitoring data and progress on a regular basis and feed back to the SLT;
- supporting teachers in planning and using resources;
- updating the school policy when necessary.

Governing body

Each term, the governing body is informed of the achievements and progress in mathematics throughout the school. The mathematics subject leader is responsible for keeping the governing body up to date with new initiatives and developments.