



All Saints' C of E (VC) Primary School Maldon		
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Equality and Diversity Statement

All Saints' C of E (VC) Primary School, Maldon is committed to treating all members of the community with fairness and respect regardless of their ethnic background, gender, religion, disability, sexual orientation or their socio-economic background. This policy has been written to assist the school community and ensure that as far as is reasonable no child or adult shall be unfairly treated, discriminated against or disadvantaged as a result.

RATIONALE/AIMS

What is maths/what do we want for our children?

Our curriculum is one of excellence through enjoyment and we have the same aspirations in maths. We believe that children should enjoy maths and be given the opportunity to solve problems, think logically and to work systematically and accurately. Therefore, children are taught skills and then use these in a practical approach to ensure children understand the use of mathematics as a life skill.

At All Saints' Primary School we want children to:

- **be confident** about mathematics and **fluent** in the fundamentals;
- enjoy **problem-solving** and seek-out challenges;
- **reason** about mathematics, justifying ideas and using evidence to prove it;
- have day-to-day conversations about the mathematics around them;
- Believe in their potential to become the **great mathematicians of the future**.

Our mathematics curriculum follows the White Rose Education Maths scheme of work.

SCHOOL POLICY AND THE NATIONAL CURRICULUM

Knowledge Skills and Understanding

Whole School Curriculum

Teachers use the 'National Curriculum' and the mathematics scheme 'White Rose Maths' to ensure that all parts of the National Curriculum are taught. This is a Mastery Curriculum.

Breadth of Study

The concept of teaching mathematics to mastery is to ensure that topics are well developed. Pupils will spend enough time to fully explore a concept before moving on to a different topic. Each unit is designed to provide minimal step progressions through the material so that all pupils can move forward together at broadly the same pace. Provision is provided for struggling learners and advanced learners so that concepts are embedded and deepened without the need to accelerate. Where appropriate, children's learning is supported by physical resources (manipulatives) which are available in every classroom.

An idea is well formed and reinforced by ample practice. New knowledge is then used in subsequent lessons so that all ideas build on top of each other and pupils have ample

opportunity to develop relationships between the topics. Ideas are revisited in a spiral as pupils progress through the years, each time at a higher level.

ORGANISATION

Key Stage One and Two (years 1-6):

What does a lesson look like at All Saints' Primary School?

Lesson Structure:

There are 5 main components to most mathematics lesson:

1. An Explore task - the children are presented with a problem to explore. This helps develop language and understanding.
2. Structured Discussion - teacher-led whole class discussion to draw out different methods used in the explore task and address misconceptions.
3. Practice - both guided practice and independent practice using the worksheets from White Rose.
4. Journalling - explore new ideas and deepen understanding.
5. Reading - at some point in the lesson, pupils are encouraged to read content on the board, on their worksheets or in the maths books.

At All Saints', we use this approach consistently and across the entire school.

How are lessons organised on a daily basis?

- Lessons are planned using objectives from the National Curriculum with support from the White Rose Education Maths scheme of work.
- We aspire to teach maths lessons for one hour per day.
- There is a clear role for Learning Support Assistants. The LSAs are encouraged to move the children's learning on if deemed appropriate to do so and to provide appropriate feedback.
- Children have opportunities to use their skills and develop them further to solve problems.



- Children have access to mathematical equipment. These materials include the following: number lines, multiplication grids, calculators, protractors, mirrors, tracing paper, rulers etc.
- Some children are usually given the opportunity in lessons to mark their own work. This gives them immediate feedback against the learning objective.
- Children's work is acknowledged by the teachers using a tick or by a written response.
- Evidence of the four rules method being taught in class is evident on the classroom wall on a learning wall/maths display.
- Most mathematics lessons involve mental rehearsal of number facts. This could form part of the mental starter.

EYFS Curriculum

All Saints' acknowledges that children must be supported in developing their understanding of maths in a broad range of contexts in which they can explore, enjoy, learn, practise and talk about their developing understanding. We will provide children with opportunities to explore mathematics through play and in personally meaningful ways to practise and extend their skills in these areas and to gain confidence and competence in their use.

Mathematics is made up of the following aspects:

Number - children will have a deep understanding of number to 10, including the composition of each number; Subitise (recognise quantities without counting) up to 5; Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

Numerical Patterns - children will verbally count beyond 20, recognising the pattern of the counting system; Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Organisation

Work undertaken within the Foundation Stage is guided by the requirements and recommendations set out in the Early Years 'Development Matters' EYFS document and the Reception mathematics scheme from White Rose Education. This is a Mastery

Curriculum. Lessons are taught using practical activities and workbooks are completed to apply their newly acquired skills. After the discrete lessons, all children are given ample opportunities to develop their understanding of mathematics through varied activities that allow children to use, enjoy, explore, practise and talk confidently about mathematics.

Assessment

Progress is monitored in EYFS through observations made by Teachers and support staff. Photographic evidence and observations are recorded using Tapestry. Termly assessments are made against the development matters statements.

How is work recorded?

In EYFS, evidence is gathered in the form of photos, work books and observations and it is collated within their learning journals.

Cross-curricular opportunities

In addition to lessons, Mathematics is taught through other subjects. Data handling is addressed through Computing as well as Mathematics. Reading and recording information is taught during creative curriculum work as well as during Science. Speaking and Listening is part of the daily Maths lesson. Mathematical knowledge will be used in Geography lessons, such as grid references and coordinates, and during History to understand chronology.

SEN and Academically More Able (AMA) Children

- Children with Special Educational Needs have their targets from their One Planning documents addressed during the lesson to ensure the curriculum is accessible to them.
- For academically more able children, materials including DfEE Mathematical Challenges for Able Pupils, the NCETM Teaching for Mastery including GD documents, tasks on Nrich and the use of exercise books as journals are used to challenge and extend pupils. All maths lessons should ensure that every child is suitably challenged, including academically more able children.
- Some children may receive extra support outside of the normal maths lesson.

MANAGEMENT

How will the Mathematics curriculum be managed in school?

- By the Headteacher / Subject Coordinators and SENCO.
- By phase team leaders and by each individual teacher.

- The Mathematics Mastery Governor to be given updates.
- By individual / group targets and the on-going assessments.
- Children are assessed using formative day-to-day teacher assessment. End of unit assessments in White Rose Education Maths scheme are used to inform teacher assessment and to assess children's understanding of recent topics. End of term Assessments from White Rose Maths are also used to inform summative assessments and data alongside End of Key Stage SATs papers for years 2 and 6.

EQUAL OPPORTUNITIES / ENTITLEMENT

How will everyone access the Mathematics curriculum?

- All pupils are to be provided with learning experiences which enable them to experience success, gain confidence and acquire competence.
- Resources – 'show and tell' (e.g. white boards/ numbers up) which allow equal access.
- 'Visual images' which accommodate different learning styles.
- Clearly differentiated work (where appropriate) that ensures that all children are challenged at their level.
- Resources are to be available and accessible to all children to promote independence and management of their own learning.
- The adults in the classroom are used to support and further children's understanding, and during the week, adults should have worked with a variety of abilities.
- Children have access to a range of physical resources to support their learning. These are accessible within every classroom and centrally in the maths area.

IMPLEMENTATION

How will the National Curriculum for Maths work in our school?

- Planning – Teachers plan and prepare for individual sessions or 'steps' using the White Rose Education Maths scheme of work as their base. Individual teachers adapt their sessions according to the needs of their children. This may be on a paper document or a word document or by altering the presentations available from White Rose Education. Consultation and support is given by the subject leader where necessary. Plans are annotated and show evidence of formative assessment.
- Children will be given the chance to practise arithmetic skills daily in their classes as either part of an early-morning settling activity or after lunchtime as they come in for

registration. In EYFS and Key Stage One the NCETM Mastery of Number programme is used as part of this.

- Books are regularly scrutinised by the Subject Leader to ensure that all children are being challenged, that there is continuity throughout the school and that appropriate resources are available.
- Learning objectives/WALTs and Success Criteria are made explicit to the children.
- Resources to be used consistently to ensure continuity as well as appropriate classroom displays of key vocabulary and concepts learnt in previous lessons
- Homework to be offered on a regular basis with the intention of involving parents in the activity. Children should regularly be practising number skills at home. Support is available for parents on the school website.
- Technology to be used when appropriate where it enhances the lesson.

ASSESSMENT

How will we know that the children are making progress?

- Assessment opportunities must be integral to the Mathematics teaching – hence lessons themselves may at times evolve at the point of need/misconception.
- Marking time is included in lessons which give children instant feedback of their progress against the learning objective.
- Formative assessment is ongoing with pupil involvement – focussed marking / dialogue with the child.
- Learning Support Assistants observe children and inform the teacher of each pupil's progress/areas for development.
- Pupil progress is assessed using End of Unit Assessments and the End of Term Assessments in White Rose Maths or in some cases, the end of Key stage SATS tests are used (please see separate assessment policy). Each teacher meets with their phase leader each term to form part of the Teaching and Learning Report Meetings. Following this meeting, the phase leader will report to Governors.
- Awareness of areas identified from SATs analysis (curricular targets). This should be used to inform oral and mental starters and booster lessons.
- Teacher assessment – short term basis, only record what is relevant.
- Teachers may give informal mental maths tests weekly to assess and inform future planning.

RECORDING

How is children's work recorded?

- In exercise books, children should write the short date on the right hand side, and the WALT is usually written as the title. This is when children are recording their work in their books. Work may also be recorded onto a worksheet which should be easily identifiable.
- All work in Maths books should be completed in pencil.
- Numbers should be written so that each digit is in a separate square (this helps with place value).
- In practical, verbal or drama based maths lessons children or adults may, if appropriate to do so, make a brief note of their learning in their book or insert a photograph of the activity taking place.
- Children and adults assess the learning in relation to the WALT. This should be done in line with the school marking and feedback policy and involves using a triangle with a dot in each corner.

REPORTING

How is reporting of children's achievement carried out?

- For children through dialogue / interview and marking that follows guidance and encourages progression as well as showing awareness of achievement.
- For parents through Parent Consultation Evening, One Planning review meetings, through homeschool messages and annual reports.
- For Governors through updates to the named Governor.
- For the new teacher through records of teacher assessment on target tracker and standardised tests and samples of work as well as oral accounts.
- For the next school through liaison meetings with Year 7 teachers and End of Key Stage Tests and copy of the child's annual report.

RESOURCES

What are the current arrangements for resources?

- Lesson objectives and planning are available on the White Rose Education website.



- Online resources are available on the National Curriculum/objectives and should be regularly revisited as they are constantly being updated. Rich materials are used to provide 'using and applying' opportunities.
- Classroom based resources including manipulatives are available in each class and can be supplemented with materials from the further central store.
- Every class must display maths vocabulary and resources linked to previous lessons within a unit. A hundred square and multiplication grid should be easily accessible and their use should be promoted for less able children when teaching specific methods to enable access for all.

INSET

How is the Mathematics curriculum being strengthened?

- By sharing good practice with colleagues – planning teams formally, but on a daily basis informally – 'this worked / try this!'
- By thoughtful, interactive displays around the school.
- By yearly pupil perception surveys.
- By subject coordinator supporting colleagues – attending planning sessions when required, ordering and providing resources, keeping abreast of development.
- By Subject Coordinator attending courses and reporting back to colleagues and providing in-house CPD.
- All staff to be offered relevant training and courses in consideration of county initiatives, changes within the curriculum and changes in year group.

MONITORING AND EVALUATION

What steps are taken to monitor and evaluate the curriculum provision now and in the future?

Teachers are responsible for the effective planning in their year group. This is checked by the Maths Subject Coordinator to ensure there is progression throughout the whole school and that different learning styles as well as abilities are being catered for.

Children from each ability group in each class will have their work regularly monitored as they progress through the school. This will ensure all children are progressing appropriately.

Pupil perception surveys are carried out yearly.

HOMEWORK

Children may be given homework in mathematics regularly and it is decided by the individual teacher as to how the needs of their class will be met. However, it is expected that children are having the chance to develop number skills at home regularly using Times Table Rockstars, other online resources such as MyMaths or on a paper document.

PARENTAL INCLUSION

To ensure parents have an understanding of modern methods in Mathematics:

- Parent support sheets and ideas, as well as web links are available to parents on the All Saints' School Website.
- Teachers support parents that need help to understand methods.
- Drop-in sessions are provided for parents where needed by subject coordinator and teachers to help parents and improve their own understanding.