MATHS POLICY

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"Small school, big hearts.
Wise, responsible, kind like the Good Samaritan."

Our Mission Statement

We are a caring, village school which promotes Christian values, where each child receives a high standard of education that is broad, challenging, exciting and encourages creative thinking. We encourage every learner to be the best they can be, to reflect and plan the next steps in their learning journey, demonstrating a respect towards others and contributing to the communities of which they are a part.

Our Vision

Our vision is to nurture unique individuals who are outstanding learners, demonstrating wisdom, responsibility and kindness within their communities. Using the Good Samaritan as our role model, we know that loving others as we are loved is upmost for happy, healthy lives.

Values

Wise - we think wisely and are committed to learning. We relish and retain knowledge and value high standards. We have high expectations, high aspirations and enjoy challenge. Like the wise man who built his house upon the rocks (Matthew 7), we think creatively and use learning to make good decisions. We have firm foundations for our lives.

Responsible – we are responsible for ourselves – our well-being, our behaviour and our learning. We strive to be the best people we can be and the best person for others. We have a responsibility to others inside and out of school and at times need to be patient, tolerant and courageous in demonstrating this. As Noah had to step up when God asked him to, so must we. We are a school family whose strength is in our ability to work together. We know that perseverance and hard work will bring reward and that resilience is about coping with challenges positively.

Kind - we are kind. Through support, nurture and understanding we all flourish. Each one of us is unique – on the outside and inside. We value diversity and respect difference. There are hundreds and thousands, millions of us but God knows everyone and God knows me!

Curriculum Intent

Our curriculum is designed around our Christian values. Each term, we focus on 3 values across the school and develop a working understanding of them through our choice of texts and foundation subject learning, embedding reading and maths at the core. Our approach is to deliver knowledge rich, sequential learning which excites and inspires, provides opportunity for recap and challenge, raises questions for debate, develops learners' confidence and enables independent learning to flourish. High standards, collaboration and valuing individuals' well-being is at the heart of this process. We believe that how we teach is as important as what we teach and that enrichment experiences are an entitlement. We want our curriculum to enable our children to be wise, responsible and kind in line with our school core values.

Subject Definition

Mathematics is a creative and highly inter-connected discipline that has been developed over centuries, providing the solution to some of history's most intriguing problems. It is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment. A high-quality mathematics education therefore provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject.

National Curriculum in England: Mathematics Programmes of Study (2014)

Curriculum intent

At Buckland Church of England Primary School, we aim to ensure that all pupils develop a positive attitude towards mathematics and become confident, fluent and resilient mathematicians. Through high-quality teaching and meaningful learning experiences, pupils will acquire a secure understanding of mathematical concepts, develop strong number sense, and apply their knowledge effectively across the curriculum and in everyday life. All pupils, including disadvantaged pupils and pupils with SEND, are entitled to access a rich and ambitious mathematics curriculum.

We strive to enable all children to:

- develop enjoyment, curiosity and confidence in mathematics
- become fluent in the fundamentals of mathematics through varied and frequent practice
- develop secure conceptual understanding and efficient recall of key facts and procedures
- reason mathematically by following lines of enquiry, making conjectures and justifying their thinking using mathematical language
- solve problems by applying mathematics to a range of real-life and cross-curricular contexts with increasing sophistication
- think logically, systematically and accurately when approaching mathematical tasks
- work independently and collaboratively, showing resilience and perseverance when faced with challenge
- communicate mathematically with confidence by asking questions, explaining methods, discussing strategies and learning from mistakes
- make connections within mathematics and recognise relationships between different mathematical concepts
- use precise mathematical vocabulary effectively to articulate understanding and reasoning
- experience a broad, balanced and progressive mathematics curriculum that reflects the aims of the National Curriculum and current Mathematics Guidance, including Number, Calculation, Fractions, Geometry, Measurement, Statistics and Algebra

- engage in a range of rich learning experiences, including practical activities, mathematical investigations, problem-solving opportunities and purposeful use of manipulatives and representations
- use technology appropriately to support and deepen mathematical understanding
- apply mathematical knowledge and skills across other areas of the curriculum and in everyday

The Mathematics Curriculum:

Mathematics is a core subject within the National Curriculum and is central to developing children's confidence, resilience and problem-solving skills. At Buckland Church of England Primary School, our mathematics curriculum is designed in line with the National Curriculum for England (2014) and reflects current guidance from the DfE and the Teaching for Mastery approach promoted by the NCETM.

Our curriculum is carefully sequenced to ensure progression, coherence and depth of understanding for all pupils. Teaching is planned using the 'Mathematics Programmes of Study: Key Stages 1 and 2' as the foundation for learning, enabling pupils to become fluent in the fundamentals of mathematics, reason mathematically and solve problems with increasing sophistication.

The mathematics curriculum is organised into the following key areas:

- Number
  - Place Value
  - Addition and Subtraction
  - Multiplication and Division
  - Fractions, Decimals and Percentages
- Measurement
- Geometry
  - Properties of Shape
  - Position and Direction
- Statistics
- Algebra (Key Stage 2)

Our curriculum promotes a mastery approach to mathematics, where all pupils are encouraged to develop a deep conceptual understanding through the use of mathematical talk, reasoning, representations and carefully chosen manipulatives. Pupils are provided with opportunities to make connections across different areas of mathematics and apply their learning in a variety of contexts.

Planning and teaching ensure continuity and progression throughout the school, using evidence-informed and up-to-date pedagogical approaches. Lessons are designed to build small, connected steps in learning, allowing children to develop confidence and competence before moving on to more complex concepts.

In the Early Years Foundation Stage (EYFS), mathematics teaching follows the EYFS Statutory Framework (2025) and is supported by *Development Matters*. Early mathematics focuses on developing number sense, counting skills, pattern recognition, and spatial reasoning through practical, play-based, and adult-led learning experiences. Mathematical opportunities are embedded throughout daily

routines and continuous provision to help children build confidence and enjoyment in mathematics.

In EYFS, children develop early mathematical understanding through rich talk, practical exploration, pattern, spatial reasoning and meaningful play-based experiences

By the end of Reception, children working at the expected level of development will:

Number

- demonstrate a secure understanding of numbers to 10, including the composition of each number
- subitise quantities up to 5
- automatically recall number bonds to 5 and some number bonds to 10, including double facts

Numerical Patterns

- verbally count beyond 20 and recognise patterns within the counting system
- compare quantities up to 10 in different contexts
- explore and represent patterns within numbers to 10, including odd and even numbers, doubles and sharing equally

To support high-quality teaching and consistency across the school:

- White Rose Education resources are used to support planning and progression in Nursery, Reception and across the school

Planning

At Buckland Church of England Primary School, teaching follows a mastery approach in which all pupils are supported to achieve age-related expectations through carefully sequenced learning, adaptive teaching and timely intervention. Mathematics planning is carefully sequenced to ensure progression, coherence and depth of understanding across all year groups. Teaching is informed by the National Curriculum Programme of Study and supported through the use of White Rose Maths materials, alongside a range of high-quality resources and evidence-informed approaches to meet the needs of all learners.

- Lessons are planned using a mastery approach, ensuring that pupils develop fluency, reasoning and problem-solving skills through small, connected steps in learning.
- Teachers adapt planning to meet the needs of all pupils through appropriate scaffolding, challenge and targeted adult support, enabling every child to access and succeed in mathematics.
- Opportunities for mathematical talk, reasoning and the use of precise mathematical vocabulary are embedded within planning to support pupils in explaining, justifying and refining their thinking.

- In the Early Years Foundation Stage, mathematical learning is planned through a balance of adult-led and child-initiated experiences, with practical indoor and outdoor activities forming the foundation of learning.
- Medium-term and short-term planning are used to ensure progression and consistency across the curriculum. Teachers evaluate learning regularly and use assessment information to adapt future planning for individuals, groups and whole-class teaching.
- Planning incorporates the use of manipulatives, representations and practical resources to support conceptual understanding and develop secure mathematical knowledge.
- Cross-curricular links are identified where meaningful and purposeful, enabling pupils to apply mathematical skills across subjects such as science, computing and design technology.
- Speaking and listening opportunities are planned throughout mathematics lessons to encourage discussion, collaboration and the development of mathematical reasoning.

Through effective planning, pupils are supported to become confident, resilient and independent mathematicians who are able to apply their understanding in a range of contexts.

Termly planning

Termly planning at Buckland Church of England Primary School is designed to ensure clear progression, consistency and high expectations in mathematics across all year groups. Planning reflects the aims of the National Curriculum and reflects current evidence-informed practice and the principles of Teaching for Mastery placing emphasis on secure understanding, mathematical fluency, reasoning and problem solving.

- Teachers use prior assessment information and evaluations from the previous term to inform future planning and ensure learning builds progressively over time.
- Medium-term plans are developed using the National Curriculum Programme of Study alongside the White Rose Maths schemes of learning, ensuring full curriculum coverage and a coherent sequence of learning.
- The White Rose schemes support a mastery approach to teaching and learning, with number at the heart of the curriculum. Learning is carefully structured into small, connected steps to enable pupils to develop depth of understanding before moving on to new concepts.
- Planning incorporates opportunities for fluency, reasoning and problem solving within each unit of work, enabling pupils to apply their mathematical understanding in a variety of contexts.
- Teachers use high-quality representations, manipulatives and mathematical vocabulary to support conceptual understanding and promote inclusive practice for all learners.
- Whole-class teaching approaches are used where appropriate to promote collaborative learning, mathematical discussion and shared reasoning, while

adaptive teaching strategies ensure that all pupils are supported and challenged effectively.
- Medium-term plans provide flexibility for teachers to respond to assessment information, address misconceptions and adapt learning to meet the needs of pupils.
- Medium-term planning is shared with the Headteacher at the beginning of each term to support curriculum oversight, progression and consistency across the school.

Weekly planning

Weekly planning at Buckland Church of England Primary School is designed to ensure that teaching is responsive, progressive and closely matched to pupils' needs. Planning reflects the aims of the National Curriculum and supports a mastery approach to mathematics, enabling pupils to develop fluency, reasoning and problem-solving skills through carefully sequenced learning.

- Teachers use the National Curriculum Programme of Study and the White Rose Maths schemes of learning to inform weekly lesson planning and ensure consistency and progression across the school.
- Learning objectives are selected and adapted in response to ongoing assessment, ensuring that teaching meets the needs of all pupils and addresses misconceptions promptly.
- Teachers plan coherent sequences of lessons that build upon prior learning and make meaningful connections between different areas of mathematics.
- Planning remains flexible and is adapted in response to pupils' understanding, attainment and next steps identified through formative assessment.
- Teachers evaluate lessons regularly and identify pupils who require further support, consolidation or additional challenge.
- Adaptive teaching strategies are planned to ensure all learners can access the curriculum successfully. Teachers identify focus groups and deploy teaching assistants strategically to provide targeted support and intervention.
- Weekly planning includes opportunities for mathematical discussion, reasoning and the explicit teaching of mathematical vocabulary. Pupils are encouraged to explain, justify and communicate their thinking confidently using appropriate mathematical language.
- Lessons include regular opportunities to develop fluency in key number facts and mental calculation strategies through retrieval practice and oral rehearsal to strengthen retention and support pupils in making connections across mathematical concepts.
- Problem solving and mathematical reasoning are embedded throughout all areas of the mathematics curriculum rather than being taught in isolation.
- Teachers ensure that links between mathematical concepts are explicitly highlighted so that pupils develop a connected and secure understanding of mathematics.

Teaching

At Buckland Church of England Primary School, mathematics teaching is designed to promote deep understanding, confidence and enjoyment in mathematics for all pupils. Teaching reflects the principles of the National Curriculum and current evidence-informed practice, including the mastery approach to mathematics.

- Mathematical vocabulary is explicitly taught and modelled throughout lessons. Pupils are encouraged to use precise mathematical language when explaining, reasoning and discussing their ideas.
- Lessons are engaging, interactive and structured to encourage active participation, collaboration and mathematical thinking. Practical activities, investigations and mathematical games are used where appropriate to reinforce learning and develop fluency.
- Teachers use a range of high-quality resources, including manipulatives, representations and visual models, to support conceptual understanding and make abstract concepts accessible to all learners.
- Teaching focuses on fluency, reasoning and problem solving within each area of mathematics, enabling pupils to apply their understanding and make connections across the curriculum.
- Pupils are encouraged to become active and independent learners who are willing to explore strategies, take risks and learn from mistakes.
- Lessons are carefully structured to provide sufficient challenge and opportunity for pupils to deepen their understanding while ensuring progress for all learners.
- Teaching assistants work in partnership with class teachers and are fully informed of lesson objectives, success criteria and planned learning activities to provide effective support and intervention.
- Teachers use adaptive teaching strategies, including scaffolded tasks, targeted questioning and open-ended challenges, to ensure that all pupils can access learning and achieve success.
- Questioning is used effectively to assess understanding, deepen thinking and encourage pupils to explain and justify their reasoning.
- Misconceptions and errors are identified promptly and used constructively as opportunities to strengthen understanding and develop resilience in learning.
- Teachers explicitly teach key mathematical concepts, structures, patterns and relationships to help pupils develop secure and connected mathematical knowledge over time.
- Opportunities for retrieval practice and revisiting prior learning are built into lessons to support long-term retention and fluency in key mathematical facts and procedures.

Through high-quality teaching, pupils are supported to become confident, articulate and resilient mathematicians who can apply their learning with increasing independence and sophistication.

Assessment

Assessment at Buckland Church of England Primary School is an integral part of effective teaching and learning in mathematics. It is used to identify pupils' understanding, inform future planning and ensure that all children make strong progress from their starting points. Assessment practices align with the principles of the National Curriculum and reflects current evidence-informed practice and the principles of Teaching for Mastery, focusing on the secure acquisition of knowledge, fluency, reasoning and problem-solving skills over time.

- Teachers use ongoing formative assessment during lessons to identify pupils' understanding, address misconceptions and adapt teaching responsively.
- A range of Assessment for Learning (AfL) strategies are used regularly, including questioning, observation, partner discussion, self-assessment and peer assessment. These approaches help pupils reflect on their learning and develop greater independence and ownership of their progress.
- Success criteria are shared clearly with pupils and may be reviewed and adapted throughout a sequence of learning to reflect pupils' understanding and next steps.
- Mathematical discussion and partner talk are embedded within lessons to encourage pupils to explain methods, justify reasoning and articulate their understanding using precise mathematical vocabulary.
- Teachers provide timely and purposeful feedback in line with the school's Feedback and Marking Policy. Feedback identifies strengths, addresses misconceptions and provides clear next steps to deepen understanding or extend learning.
- Pupils are encouraged to respond to feedback, edit their work and make improvements so that assessment directly supports progress. Opportunities for self-marking and peer-marking are used appropriately to develop reflection and accuracy.
- Daily assessment is informed through careful observation, questioning, analysis of pupils' work and discussion with pupils during lessons. This enables teachers to identify gaps in learning and provide targeted support or challenge where needed.
- Summative assessments are carried out termly to support teacher judgements and monitor attainment and progress over time. These may include standardised assessment materials, end-of-unit assessments and nationally recognised assessment resources.
- In Key Stage 1 and Key Stage 2, assessment information is used alongside teacher assessment to inform pupil progress meetings, target setting and curriculum planning.
- Pupils in Year 6 complete statutory national assessments. Teacher assessment and optional assessment materials may also be used to support judgements across the school.
- Assessment outcomes are recorded and monitored to ensure continuity, progression and consistency across the school. The Mathematics Subject Leader and senior leaders use assessment information to identify strengths, priorities and areas for further development within the mathematics curriculum.
- The teaching of calculation follows the school's Calculation Policy, which is aligned with the National Curriculum and supports progression from informal strategies to efficient written methods. Pupils are encouraged to select

appropriate methods, develop mental fluency and explain their mathematical thinking confidently.
- Individual targets and next steps may be shared with pupils and parents to support progress and strengthen home-school communication regarding mathematical learning.

Through effective assessment practices, teachers ensure that learning is responsive, inclusive and focused on enabling all pupils to develop secure and lasting mathematical understanding.

Pupils' Records of work

At Buckland Church of England Primary School, pupils are taught a range of approaches for recording their mathematical thinking and calculations in ways that support understanding, reasoning and problem solving. Recording methods are progressive and reflect pupils' developing mathematical fluency and independence.

- Pupils are encouraged to choose recording strategies that are appropriate to the task, efficient and supportive of their understanding.
- Mental calculation strategies are promoted throughout the school, and pupils are encouraged to use mental methods confidently before moving to more formal written procedures where appropriate.
- Informal methods of recording, including pupils' own jottings, drawings, diagrams, number lines and annotations, are valued as important tools for developing conceptual understanding and mathematical reasoning.
- Teachers model a range of recording methods and support pupils in understanding how different strategies can be used effectively to solve problems and communicate mathematical thinking.
- As pupils progress through the school, they are taught formal written methods in line with the school's Calculation Policy and National Curriculum expectations, ensuring clear progression and consistency.
- Recording in mathematics is intended to support learning and deepen understanding rather than become a barrier to mathematical thinking.
- Pupils are encouraged to present their work clearly and accurately, demonstrating pride in their learning while maintaining flexibility in how mathematical ideas are represented.

Through this approach, pupils develop confidence, independence and fluency in selecting and using mathematical methods effectively.

ICT in Mathematics

At Buckland Church of England Primary School, technology is used purposefully to enhance the teaching and learning of mathematics and to support pupils in developing confidence, fluency and problem-solving skills. The use of ICT complements high-quality first teaching and provides opportunities for pupils to explore mathematical concepts in engaging and interactive ways.

- Digital resources and online learning platforms, including MyMaths and other carefully selected educational websites and applications, are used where

appropriate to support mathematical understanding and consolidate learning.

- Teachers use technology during whole-class teaching to model concepts, demonstrate strategies, explore mathematical patterns and support reasoning and problem solving.
- Interactive visual representations and digital manipulatives may be used to help pupils develop conceptual understanding and make abstract ideas more accessible.
- Pupils may use computers, tablets or other digital devices independently or collaboratively to practise skills, apply learning and engage in mathematical investigations linked to lesson objectives.
- Technology is used to provide opportunities for retrieval practice, fluency development and immediate feedback, helping pupils to reflect on and improve their learning.
- Calculators are introduced progressively and used appropriately to support mathematical understanding rather than replace mental fluency and written calculation skills.
    - In Key Stage 1, pupils are introduced to calculators to explore number patterns and develop an understanding of how calculations can be represented digitally.
    - In Key Stage 2, pupils are taught how to use calculators accurately and efficiently, including understanding key functions and interpreting results.
    - Calculators may be used to check calculations, investigate patterns and support problem-solving activities where appropriate.

Through the effective use of ICT, pupils are supported in becoming confident, independent learners who can use technology responsibly to deepen their mathematical understanding.

Mathematics Learning Environment

At Buckland Church of England Primary School, we aim to provide a stimulating, inclusive and purposeful mathematics environment that supports curiosity, confidence and deep mathematical understanding. Classrooms are designed to promote mathematical thinking, discussion and independence, reflecting current best practice in mathematics teaching and learning.

- Classroom displays are used to support and reinforce learning by promoting mathematical vocabulary, key concepts, strategies and representations. Displays are interactive and purposeful, enabling pupils to refer to them independently during lessons.
- Mathematical vocabulary is clearly displayed and consistently modelled to support pupils in developing confidence when explaining, reasoning and communicating mathematically.
- Working Walls are used effectively to reflect current learning. These may include key questions, models, representations, worked examples, steps to success and examples of pupils' thinking developed throughout a sequence of lessons.

- Displays celebrating pupils' work help to value achievement, encourage pride in learning and demonstrate a range of mathematical approaches and strategies.
- A wide range of high-quality mathematical resources and manipulatives are readily available to support conceptual understanding and enable pupils to explore mathematical ideas practically.
- Resources such as number lines, hundred squares, place value charts, multiplication grids and concrete manipulatives are used consistently across the school to support fluency and understanding of mathematical structures and relationships.
- Visual and practical resources are carefully selected to support progression and are used to develop pupils' independence and confidence in choosing appropriate strategies.
- Pupils are encouraged to access and use mathematical resources independently to support their learning, problem solving and reasoning.
- In Early Years and Key Stage 1, practical exploration and hands-on learning are central to the mathematics environment, while in Key Stage 2 resources continue to support conceptual understanding and the development of efficient strategies.

Through a well-organised and supportive learning environment, pupils are encouraged to become confident, independent and resilient mathematicians.

MyMaths

At Buckland Church of England Primary School, MyMaths is used to support the teaching and learning of mathematics both in school and at home. The platform provides interactive activities, practice tasks and assessment opportunities that reinforce classroom learning and help pupils develop fluency, confidence and independence in mathematics.

- Teachers use MyMaths to supplement classroom teaching by providing opportunities for pupils to practise and consolidate mathematical skills and concepts.
- Homework tasks may be set through MyMaths in line with the school's Homework Policy to reinforce current learning, revisit prior knowledge and provide appropriate challenge.
- Activities are selected carefully to match pupils' learning needs and support progression within the mathematics curriculum.
- Pupils are encouraged to access MyMaths regularly at home to develop independence, retrieval of key knowledge and confidence in applying mathematical skills.
- The use of online learning platforms supports engagement, provides immediate feedback and enables pupils to practise mathematics.
- Teachers may use information from MyMaths activities to inform assessment, identify misconceptions and support future planning.

Through the effective use of MyMaths, pupils are provided with additional opportunities to strengthen their mathematical understanding and develop positive attitudes towards mathematics beyond the classroom.

Monitoring and Evaluation

At Buckland Church of England Primary School, the monitoring and evaluation of mathematics are essential in ensuring high-quality teaching, strong pupil outcomes and a consistently ambitious curriculum for all learners. Monitoring activities are designed to support continual improvement and align with the expectations of the National Curriculum and reflects current evidence-informed practice and the principles of Teaching for Mastery.

- The Mathematics Subject Leader and Headteacher regularly monitor the quality of mathematics planning, teaching, learning and assessment across the school to ensure consistency, progression and high expectations.
- Monitoring activities may include lesson visits, learning walks, pupil discussions, book scrutiny, planning reviews and analysis of assessment information.
- Particular attention is given to the effectiveness of adaptive teaching and the provision made for different groups of pupils to ensure equality of opportunity and inclusive practice for all learners.
- Assessment information is analysed to monitor standards, attainment, achievement and progress across year groups and identified pupil groups, including disadvantaged pupils, pupils with SEND and higher attainers.
- The Mathematics Subject Leader works collaboratively with staff to identify strengths, areas for development and priorities for improvement within mathematics teaching and learning.
- Findings from monitoring and evaluation inform the Mathematics Action Plan and contribute to the wider School Development Plan. Priorities are based on evidence gathered through monitoring activities, current educational guidance and the needs of pupils.
- Professional development opportunities are identified through monitoring processes to ensure staff continue to develop subject knowledge, pedagogical understanding and effective classroom practice.
- The impact of mathematics provision is reviewed regularly to ensure that pupils develop secure mathematical understanding, confidence and the ability to apply their learning effectively.

Through rigorous monitoring and evaluation, the school aims to maintain high standards in mathematics and ensure that all pupils are supported to achieve their full potential.

Signed…… Mathematics Coordinator

Signed…… Headteacher

Signed…….. Chair of Governors

Date agreed…….. Date for review……..