Maths Policy

Approved by: Governing body	Date: Aug 2026
Last reviewed on:	
Next review due by:	

INTENT

1. Rationale and Vision

At Wyborne, we believe that mathematics is a vital life skill that enables children to understand and change the world around them. We nurture curiosity in every learner, empowering children to explore mathematical ideas with confidence and joy. We are committed to providing a high-quality, inclusive mathematics education that develops fluency, reasoning, and problem-solving skills for all pupils. Through consistent high-quality teaching and shared approaches across the school, we build strong foundations that help every child thrive. We are committed to championing every child's progress, celebrating their achievements, and helping them grow into empowered, resilient mathematicians.

Our intent is to ensure that every child:

- Develops a secure understanding of mathematical concepts and procedures
- Becomes fluent in number facts and calculation strategies
- Can reason mathematically and solve problems effectively
- Is challenged and supported appropriately to achieve their full potential
- Develops a positive attitude towards mathematics and confidence in their own abilities

We strive to create an engaging and ambitious mathematics curriculum that meets the needs of all learners and prepares children for the next stage of their education and everyday life.

This policy sets out the approach to the teaching and learning of maths at Wyborne Primary School. It will highlight fundamental expectations as well as a consistent calculation policy.

2. Aims

Through our approach to maths, we aim to:

- Develop children's ability to solve problems, to reason, to think logically and to work systematically and accurately
- Promote competence, confidence and resilience in a wide range of mathematical skills, knowledge and concepts
- Develop a positive and enthusiastic attitude towards maths
- Encourage and support children to work independently and collaboratively
- Ensure children have access to a high quality of maths teaching
- Support children to achieve to a high standard in numeracy and a range of other mathematical skills

- Use a range of teaching and learning approaches
- Ensure there is sequencing and progression consistently throughout the school
- Familiarise the children with mathematical vocabulary through teaching and modelling

3. Inclusion and Equity

We are committed to ensuring mathematics is accessible to all learners.

Teachers adapt teaching through:

- Scaffolding
- Use of concrete and pictorial resources
- Careful questioning
- Additional adult support (where appropriate)
- Pre-teaching and intervention opportunities

We use interventions including:

- Fluency Bee
- Nessy Number Sense
- Maths pre-teach

These interventions support pupils with SEND and those requiring additional support to develop mathematical understanding and confidence.

We also provide appropriate challenge for higher attaining pupils to ensure they deepen their understanding and achieve their full potential.

IMPLEMENTATION

4. Teaching and Learning

4.1 EYFS

In EYFS, mathematics is taught through NCETM Mastering Number. This is achieved via:

- Daily adult-led teaching input
- Practical exploration and play-based learning
- Rich mathematical talk and vocabulary development
- Opportunities to apply maths skills within the continuous provision
- Inquiry and investigation

Children develop strong foundations in number, pattern, shape, space, and measure through engaging and meaningful experiences.

4.2 KS1

In KS1, teaching follows the White Rose Maths scheme to ensure that all parts of the curriculum are taught with effective sequencing and progression. We also teach the Mastering Number programme in addition to our main White Rose maths lessons to ensure confidence in number sense by the end of Year 2. Maths lessons are designed to:

- Build fluency in number facts and calculation
- Develop conceptual understanding through concrete, pictorial, and abstract approaches
- Encourage mathematical discussion and reasoning
- Provide opportunities for challenge and extension
- Be adapted based on ongoing assessment and pupil need
- Address misconceptions

Whilst White Rose is used as the basis for core maths teaching, adaptation is needed to ensure the appropriate support and challenge is given to all pupils in all lessons. In KS1, we teach use the Playoneering Approach.

4.3 KS2

In KS2, teaching follows the White Rose Maths scheme to ensure that all parts of the curriculum are taught with effective sequencing and progression. Maths lessons are taught 5 times per week, and we also teach separate daily arithmetic lessons to support fluency in number.

KS2 mathematics lessons follow a consistent structure to support progression and learning behaviours. These are broken down into the following sections which are also labelled in books for each maths lesson:

- Arithmetic focus
- Flashback 4 retrieval practice
- Small step teaching
- Starter activity
- Teacher input and modelling

Teachers ensure that:

- Problem-solving opportunities are planned for in every lesson through extension or challenge activities

- Resources such as White Rose Infinity are used to deepen understanding
- Misconceptions and gaps are identified and addressed promptly
- Interventions or next lesson starters are used to revisit learning where necessary
- Regular timetable practice is planned; either through homework activities or planned into arithmetic
- White Rose workbooks are used for the main lesson task, but adaptations will be made accordingly for support and challenge

5. Roles and Responsibilities

Maths is the responsibility of all staff, there is also a Maths lead whose responsibility it is to oversee maths across the school.

Teaching staff are expected to:

- Planning, organisation and delivering Maths lessons in line with White Rose Maths for sequencing, progression and assessment
- Assessment of pupil progress
- Organisation of any necessary intervention were identified
- Marking children's work in line with the feedback and marking policy
- Following the guidelines of the Maths policy

The Maths Lead will:

- Monitor teaching and learning through learning walks, lesson observations and book scrutiny in line with the monitoring and deadlines calendar
- Monitor and organise resources to support Maths teaching and learning
- Support with and organise CPD
- Work in partnership with The Maths Hub and ensure relevant staff have access to a range of CPD
- Support staff with mathematics-related concerns
- Lead curriculum development
- Analyse assessment information;
- Ensure consistency and progression across the school.

6. Staff Professional Development

We are committed to continual improvement in mathematics teaching.

Our staff engage in:

- Regular mathematics CPD
- Professional dialogue and collaboration
- Monitoring and coaching opportunities

- Development work through the Maths Hub and Greenwich Local Authority Maths Leads Network

7. Learning Environment

Creating a positive and purposeful learning environment is essential for successful teaching and learning. Therefore, we ensure that:

- Working walls are up-to-date with current learning
- Prompts are available to support the children's understanding
- Resources are readily available in the classroom and easy to access
- Resources are planned for and checked regularly for their effectiveness

IMPACT

8. Feedback and Marking

Teachers should mark pupils' learning in accordance with the Marking and Feedback policy. Teachers should aim to provide feedback (verbal and/or written) within lessons; this is essential in the planning and assessment cycle. This will allow for misconceptions and gaps to be identified and planned for promptly and effectively.

9. Assessment

Assessment is an integral part of mathematics teaching and learning. Teachers are expected to:

- Carry out pre-assessments before units of work and use the information to adapt planning and teaching sequences
- Carry out post-assessments after units of work and use the information to plan interventions.
- Use formative assessment continuously throughout lessons
- Address misconceptions and gaps in knowledge promptly, either through interventions or the next lesson starter.

Summative assessments are used alongside teacher assessment to monitor progress and attainment. Assessment information is used to:

- Inform future planning;
- Identify pupils requiring intervention or additional challenge;
- Support discussions with parents and carers;

- Monitor whole-school progress and attainment.

10. Monitoring and Review

Mathematics provision is monitored through:

- Lesson observations
- Learning walks
- Book scrutinies
- Pupil voice
- Planning reviews
- Assessment analysis

Monitoring ensures that:

- Teaching is effective, consistent and in line with our teaching and learning toolkit
- The curriculum is being delivered appropriately
- Pupils make strong progress
- Staff receive appropriate support and development.

This policy will be reviewed regularly to ensure it reflects best practice and the needs of our school community.