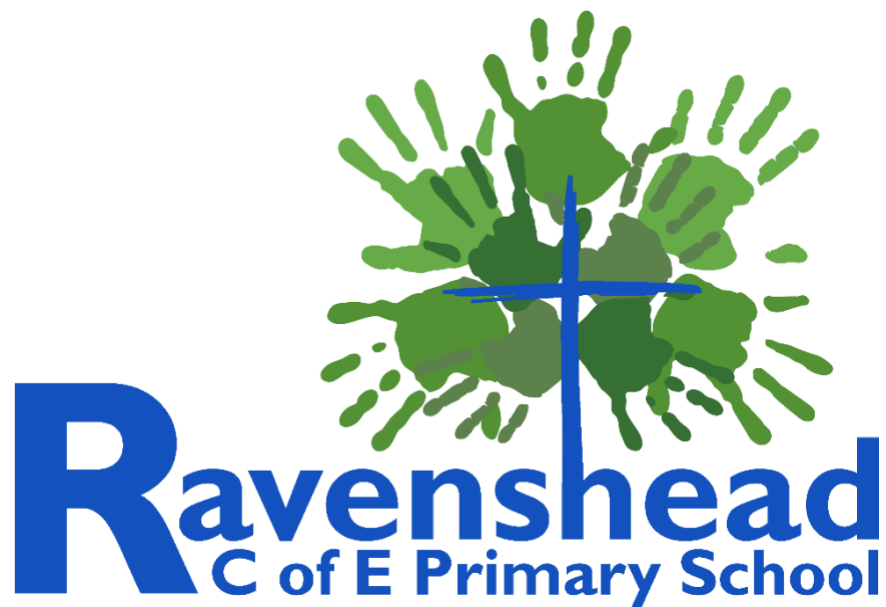




Maths Policy

This policy was last reviewed: June 2026

This policy will be reviewed: June 2027

Statutory policy: No.

Source: School.

Our School Vision

Our school vision is based on the theme of '*Taking Care*'. We strive to encourage our children, staff and wider community to 'take care' of one another through the core Christian Values of:

Kindness, Hope, Courage and *Respect*.

Our vision is inspired by the words in Corinthians:

"Let love and kindness be the motivation behind all that you do."

(1 Corinthians 16.14)

Ravenshead C of E Primary School is committed to valuing diversity and to equality of opportunity. In biblical tradition, children in particular are seen to hold a special place in the priorities of God. Furthermore, we hold to the foundational belief that all people are created in God's image and are intrinsically valuable. Everyone should be treated as fundamentally precious, irrespective of behaviour, achievements or potential.

Therefore, we aim to create and promote an environment in which pupils, parents/carers and staff are treated fairly and with respect and feel able to contribute to the best of their abilities. The school's biblical foundation provides a model of Christian community described as the 'body of Christ', in which everyone has a part to play, and everyone without exception has God-given gifts which are to be used for the benefit of others.

1. Introduction

1:1 This policy sets out how mathematics is taught, organised, and managed at Ravenshead C of E Primary School. Through our partnership with the East Midlands East Maths Hub and the use of a Teaching for Mastery approach, we aim to develop children's fluency, reasoning, and problem-solving skills. Lessons are designed around the five big ideas of mastery—coherence, representation and structure, mathematical thinking, fluency, and variation—so that all pupils become confident and competent mathematicians.

2. Our Aims

2:1 All children are taught in line with the 2014 Primary National Curriculum for mathematics. Our aims are:

- To develop children's fluency and ability to apply reasoning and problem-solving skills across a variety of contexts.
- To foster enthusiasm, enjoyment, and curiosity in mathematics.

- To ensure all children achieve a deep understanding of the objectives for their year group, following a mastery approach that builds secure and connected learning.
- To strengthen early number fluency through the Mastering Number programme in Foundation Stage 2 and Key Stage 1, providing a strong foundation for future mathematical understanding.

2:2 To this end we aspire to:

- Ensure an “every lesson counts” approach, where all children encounter mathematics daily in EYFS, and experience at least 45 minutes of quality maths learning in KS1 and 1 hour in KS2.
- Deliver high-quality, engaging, and active teaching for mastery that supports all learners, including different learning styles and needs, and builds deep understanding across the class.
- Foster a positive, growth mindset environment in mathematics throughout the school, where children are confident to explore, reason, and learn from mistakes.

3. Statutory Requirements

- 3.1 Statutory requirements for the teaching and learning of Maths are laid out in the National Curriculum Maths Document (2014).
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/335158/PRIMARY_national_curriculum_-_Mathematics_220714.pdf
- 3:2 The principal focus of mathematics teaching in Key Stage 1 is to develop pupils’ confidence, fluency, and deep understanding of whole numbers, counting, and place value. Pupils work with numerals, words, and the four operations, supported by practical resources such as concrete objects and measuring tools. Teaching also develops pupils’ ability to recognise, describe, draw, compare, and sort shapes, using appropriate mathematical vocabulary. Pupils explore a range of measures to describe and compare quantities, including length, mass, capacity/volume, time, and money. By the end of Year 2, pupils should know number bonds to 20, understand place value, and apply this knowledge with accuracy. Opportunities for structured practice are built into lessons to support fluency, while reading and spelling of mathematical vocabulary is developed alongside pupils’ word reading and spelling skills. All learning is designed to build a secure foundation for future mastery of mathematics.

3:3 The principal focus of mathematics teaching in Lower Key Stage 2 is to ensure that pupils become increasingly fluent with whole numbers and the four operations, including number facts and place value. Pupils develop efficient written and mental methods and perform calculations accurately with increasingly large numbers. Teaching supports pupils to solve a range of problems, including those involving simple fractions and decimal place value. Pupils also build mathematical reasoning by analysing shapes and their properties, describing relationships between them, and using measuring instruments accurately. Connections between number and measurement are emphasised to deepen understanding.

By the end of Year 4, pupils should have memorised multiplication tables up to 12 and demonstrate precision and fluency in their work. Pupils are supported to read and spell mathematical vocabulary confidently, alongside developing their word reading and spelling knowledge. All learning is structured to promote secure, connected understanding in preparation for Upper Key Stage 2 mastery.

3:4 The principal focus of mathematics teaching in Upper Key Stage 2 is to ensure that pupils extend their understanding of the number system and place value to include larger integers. Pupils build connections between multiplication, division, fractions, decimals, percentages, and ratio, developing a deep and flexible understanding of number.

Teaching supports pupils to solve a wide range of problems, including those involving complex number properties and arithmetic, using efficient written and mental methods. With a secure foundation in arithmetic, pupils are introduced to algebra as a tool for solving problems.

In geometry and measurement, teaching consolidates and extends prior learning, enabling pupils to classify shapes with increasingly complex properties and use precise mathematical vocabulary to describe them.

By the end of Year 6, pupils should be fluent in written methods for all four operations, including long multiplication and division, and confident in working with fractions, decimals, and percentages. Pupils are supported to read, spell, and pronounce mathematical vocabulary accurately. All teaching is designed to develop secure, connected understanding in preparation for further study.

3:5

Curriculum, Planning and Mastering Number

Mathematics teaching at Ravenshead C of E Primary School is planned and delivered using the NCETM Curriculum Prioritisation (CP) framework. This framework provides a coherent, small-step progression of concepts that prioritises the DfE's Ready-to-Progress criteria while ensuring full, comprehensive coverage of the statutory 2014 Primary National Curriculum. Lessons are designed to build deep understanding, fluency, reasoning, and problem-solving skills, following the principles of Teaching for Mastery.

In Foundation Stage 2 and Key Stage 1, the Mastering Number programme is implemented daily to strengthen early number fluency, develop recall of key number facts, and build a strong foundation for future mathematical learning.

Lessons across the school use a range of representations and structured approaches, including concrete, pictorial, and abstract methods, to ensure that pupils develop secure, connected understanding. Teachers use professional judgement to provide consolidation and practice opportunities, enabling pupils to reinforce learning and deepen understanding at key points in each sequence of learning.

The curriculum is designed to promote reasoning, problem-solving, and the ability to make connections across mathematical concepts, ensuring that all pupils are supported to achieve mastery and are prepared for the next stage of their mathematical education.

- 3:6 At Ravenshead C of E Primary School, our mathematics teaching is underpinned by the five big ideas of mastery: coherence, representation and structure, mathematical thinking, fluency, and variation. These principles guide lesson design, curriculum planning, and assessment to ensure that learning is connected, accessible, and challenging for all pupils.

Through quality-first teaching, structured practice, and carefully planned consolidation, we aim to develop confident, resilient mathematicians who can reason, problem-solve, and apply their learning across a range of contexts. Our approach ensures that all pupils are supported to achieve mastery, building a solid foundation for lifelong mathematical understanding.

4. Subject Organisation

- 4:1 The Maths Curriculum is delivered using the National Curriculum 2014.

- 4:2 The school is made up of 14 classes. The Foundation Stage comprises 3 classes (2 are F2 and one is F1). KS1 has 3 classes (Y1, Y1/2 and Y2) and KS2 has Y3, Y3/4, Y4, 2 x Y5 and 2 x Y6 classes.

- 4:3 Our planning system includes:

- **Long Term Planning** – We follow the NCETM Curriculum Prioritisation Yearly Overviews, ensuring alignment with the DfE Ready-to-Progress criteria. EYFS use Mastering Number in F2.
- **Medium Term Planning** – NCETM Professional Development Materials (The Spines) and Oak Academy. Teachers use the NCETM 'small steps' to identify the core learning, supported by Oak Academy resources as a starting point for lesson design.
- **Short Term Planning:** We utilise Oak Academy resources to support workload and provide high-quality visual representations. However, staff operate an

'Adopt and Adapt' approach. Oak Academy materials are a starting point; teachers are expected to adapt contexts, inject appropriate concrete manipulatives, and tailor questioning and depth to meet the specific needs of their cohort.

- Rather than a traditional calculation policy, Ravenshead C of E Primary School utilises comprehensive '**Calculation and Representation Guidance**' documents spanning Addition & Subtraction, Multiplication & Division, Number & Place Value, and Fractions. These documents ensure a consistent Concrete-Pictorial-Abstract (CPA) progression and unify mathematical vocabulary and stem sentences from EYFS to Year 6.

5. Links to Computing/ ICT

5:1 ICT will play an integral part in the learning of Maths. Children and teachers will use a variety of approaches to ensure that learning is effective. Lessons will be taught using the interactive whiteboard as well as when necessary, using iPads. Children are encouraged to use TTRockstars in their home learning and in school when possible. Garage Mode is used as an assessment indicator to show Times Tables knowledge across the school.

6. Assessment

6:1 Work will be assessed in line with the Assessment Policy. Assessment is ongoing and continuous, using a range of approaches including teacher observation, small group discussions, questioning, work sampling, self-assessment, and informal summative checks. These assessments inform planning and teaching to ensure all pupils develop a deep and connected understanding of mathematics. Reporting to parents takes place annually through written reports and during parent consultations, providing clear feedback on progress and areas for development.

6:2 **Please see the Assessment policy for specific areas of assessment.**

7. Inclusion

7:1 We aim to support all children to achieve their highest potential in mathematics, according to their individual abilities. Pupils or groups who are not making expected progress are identified promptly, and targeted support is provided to address gaps in understanding. Class teachers take responsibility for recognising any difficulties early, enabling timely intervention so that all pupils can develop a secure and confident understanding of mathematical concepts.

7:2 Pupils are supported in a variety of ways to ensure all learners can access and progress in mathematics:

- Regardless of the digital resources used (e.g., Oak Academy), lessons are designed using the concrete, pictorial, and abstract approach, enabling children to build deep understanding and make connections between concepts.
- Teaching assistants provide targeted support, either through guided teaching or by offering resources tailored to individual needs.
- Opportunities are provided for pupils to consolidate and share their learning with adults at home, reinforcing understanding.
- Teachers and additional adults work closely with pupils to provide timely guidance, clarification, and encouragement, ensuring that all children can engage successfully with the learning in each lesson.

7:3 **Interventions** - Interventions are supported through planned consolidation opportunities built into the long-term plan. Teachers use their professional judgement to decide when and how to consolidate learning, which may take the form of a weekly AfL lesson or a more in-depth consolidation at the end of a sequence of learning. These sessions reinforce understanding and provide targeted support to individuals or groups, ensuring all pupils develop fluency, reasoning, and problem-solving skills while remaining engaged with the main learning.

7:4 **Equal Opportunities** - All children have equal access to the mathematics curriculum. We aim to provide high-quality learning opportunities that meet the needs of every pupil, regardless of gender, ethnicity, or home background. Our teaching for mastery approach ensures that all learners can engage with, understand, and succeed in mathematics through appropriately scaffolded tasks and support.

8. Role of Subject Leader

8:1 The Subject Leader should be responsible for improving the standards of teaching and learning in Maths through:

8:2 Monitoring and evaluating Maths:

- Pupil progress.
- Provision of Maths
- The quality of the Learning Environment.
- Taking the lead in policy development.
- Auditing and supporting colleagues in their CPD.
- Purchasing and organising resources.
- Keeping up to date with recent Maths developments.
- Moderation.

9. Parental/Carer Involvement

9:1 We are fortunate that our parents/carers are supportive and keen to support their child's learning at home. TTRockstars is available for use at home to support the children on a daily basis. Additional maths homework is also available to all via Class Dojo portfolios and can be printed if any households are unable to access online.

10. Conclusion

10:1 This policy also needs to be in line with other school policies and therefore should be read in conjunction with the following school policies/documents:

- **Calculation and Representation Guidance Documents**
- Teaching and Learning Policy.
- Assessment and Record Keeping.
- Homework Policy.
- Responding to pupils' work / Feedback / Marking policy.
- Special Educational Needs Policy.
- Computing Policy.
- Equal Opportunities Policy.
- Health and Safety Policy.