Mathematics Policy

THIS POLICY NEEDS TO BE READ ALONGSIDE OUR CURRICULUM POLICY

Policy Monitoring, Evaluation and Review

This policy is effective for North Mead Primary Academy.

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Revision History:

Version	Date	Author	Summary of Changes:
0.1	February 2019	MC RP	Newly implemented Academy Policy
0.2	February 2020	MC RP	Reflects curriculum changes
0.3	November 2021	MC	Updated to match curriculum drivers, revised scheme & remote learning contingency arrangements
0.4	August 2023	HHL	Reviewed and additional information added -Our Method and Inclusion.
5.01	August 2024	HHL	Reviewed and Calculations Procedure uploaded.

Vision and Values

North Mead's visions and values are found in everything that we do:

CARE CARE

- **C**haracter – development of the whole child, embedding character and resilience to support them in becoming lifelong learners.
- **A**spiration – high expectations for all children and a determination that barriers to learning will be overcome.
- **R**elationships – positive and meaningful relationships are central to success.
- **E**quity – a personalised approach to our children and families, helping to meet their differing needs.

- **C**ommunity – we welcome, include and value everyone in our diverse community.
- **A**ccessible – we are always here to support our families.
- **R**esults and Outcomes – determination for children to achieve at the highest level possible, ensuring they are secondary ready.
- **E**nriched – opportunities provided to increase our children's cultural capital.

Aims and Objectives

The national curriculum for mathematics aims to ensure that all pupils:

- become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately
- reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language
- can solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions

Mathematics is an interconnected subject in which pupils need to be able to move fluently between representations of mathematical ideas. The programmes of study are, by necessity, organised into apparently distinct domains, but pupils should make rich connections across mathematical ideas to develop fluency, mathematical reasoning and competence in solving increasingly sophisticated problems. They should also apply their mathematical knowledge to science and other subjects.

The expectation is that the majority of pupils will move through the programmes of study at broadly the same pace. However, decisions about when to progress should always be based on the security of pupils' understanding and their readiness to progress to the next stage. Pupils who grasp concepts rapidly should be challenged through being offered rich and sophisticated problems before any acceleration through new content. Those who are not sufficiently fluent with earlier material should consolidate their understanding, including through additional practice, before moving on.

Curriculum Drivers

Mathematics reflects our curriculum drivers, in particular:

- **Core Skills**
  The whole maths curriculum and:
  - Oracy: *the children will learn key mathematical vocabulary;*
  - Writing: *the children will reflect on their learning and write and explain their thinking;*
  - Reading: *the children will read and demonstrate understanding by solving mathematical problems*
- **Character**

The children will demonstrate all their character muscles throughout their maths learning. The most prevalent ones are perseverance, reasoning, reflection, questioning, and problem solving.

Curriculum Intent

In Mathematics, we are committed to ensuring that ***children are knowledgeable, skilled and ready for the next phase of their education.*** We focus on procedural fluency alongside conceptual understanding to ensure that the children can continue to build new knowledge as they move through the next phase in their education.

Our method

At North Mead, we follow the White Rose Maths scheme because it helps children build a deep understanding of maths step by step. The scheme focuses on developing strong number skills and problem-solving through practical activities and clear explanations. Lessons are carefully structured so that concepts are introduced gradually, allowing every child to grow in confidence. White Rose also encourages reasoning and discussion, helping pupils to explain their thinking and apply maths in real-life situations. We believe this approach gives children the best foundation for success in maths.

The expectation is that the majority of children will move through the scheme at around the same pace. Pupils who grasp concepts rapidly are challenged through deepening activities, using White Rose Problem Solving resources. Those who are not sufficiently fluent with the materials taught are supported during lessons to consolidate their understanding through strenghthening activities, scaffolding and additional practice. Lessons are adapted for SEND/children working out of year group.

In addition to the White Rose scheme, all children in Key Stage 1 take part in the Mastering Number programme, developed by the Maths Hub. This programme is designed to strengthen children's understanding of numbers and develop fluency. Through short, engaging sessions, pupils explore number patterns, use practical resources like rekenreks, counters and tens frames, and build confidence in mental calculation. By focusing on number sense early on, the programme gives children the strong foundation they need for success in all areas of maths. It also supports reasoning and problem-solving, helping them to explain their thinking and apply their skills in different contexts.

We provide opportunities for children to develop their recall of number / multiplication / division facts through subscriptions to TT Rockstars and Numbots.

In the Early Years, we want children to develop a love of maths and a strong foundation for future learning. To support this, we use two complementary programmes:

Mastering Number (Maths Hub)
This programme helps our youngest learners build a deep understanding of numbers through fun, interactive sessions. Children explore patterns, counting, and number relationships using practical resources like counters and tens frames. These daily activities strengthen number sense and confidence.

White Rose Maths Scheme
Alongside number work, we follow the White Rose scheme for other areas of maths, such as shape, space, and measure. Lessons are playful and hands-on, encouraging children to explore and talk about their ideas. This approach helps them make connections and see how maths is part of everyday life.
By combining these programmes, we give children the best start in maths—developing strong number skills while enjoying a broad and engaging curriculum.

Inclusion

All children are expected to be taught a high-quality maths curriculum. Lessons are adapted for children working out of year group or those with SEND.

Assessment

Marking is carried out in accordance with the school's Marking and Feedback Policy. During lessons, pupils are given dedicated time to engage with comments and feedback, enabling them to address misconceptions and further develop their understanding. Throughout the year, teachers use end-of-unit assessments and assertive mentoring checks to monitor pupils' progress and ensure their learning is secure.

Monitoring and Reviewing

The maths leader, supported by the principal, provides a strategic lead and direction for maths in the school. The monitoring of the standards of children's work, outcomes and the quality of teaching is the responsibility of the subject leader. A system of lesson drop-ins, work scrutiny, moderation and pupil interview are used in the monitoring and evaluation process.

The maths leader is responsible for supporting colleagues in their teaching of maths and for keeping them informed about current developments in the subject. Reports are provided to the principal and Academy Councillors each term, in which they provide updates on actions taken, impact and areas for further improvement.

Homework

Children have access to Times Tables Rocks Stars and practise their times tables from year 2.