



*‘Be the best you can be; together we grow from acorns  
to oaks, flourishing in God’s love’*

Trust, Friendship, Respect, Forgiveness, Courage, Truthfulness

# MATHEMATICS POLICY

**Policy Lead  
Committee:** Local Academy Committee

**In consultation with:** Senior Leadership Team

**Approved by:**

M. Creed, Chair of Committee

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## 1. Introduction

At Bream Church of England Primary School, our intent for mathematics is to teach a rich, balanced and progressive curriculum using maths to reason, problem solve and develop fluent conceptual understanding in each area.

Our curriculum allows children to better make sense of the world around them by making connections between mathematics and everyday life. Our resources and schemes support our vision and clearly outline where maths can be incorporated across different curriculum areas.

The structure of the mathematics curriculum across school shows clear progression in line with age related expectations. Teaching curriculum content in blocks allows children to explore skills and knowledge in depth and gain a secure understanding of particular subject matter. Key knowledge and skills are also revisited regularly allowing repetition to embed learning. A concrete, pictorial, abstract approach provides children with a clear structure in which they can develop their depth of understanding of mathematical concepts.

We aim to ensure that mathematics is a high profile subject which children view positively and where they strive to 'be the best they can be'. We also strive to ensure that our Christian values (trust, friendship, respect, forgiveness, courage and truthfulness) underpins our teaching and learning of mathematics.

We value pupils' education and aim to provide a broad and balanced curriculum that is accessible to all. We do not tolerate discrimination of any kind and our curriculum celebrates the diverse nature of our society, enabling pupils to embrace the world around them – encouraging adherence with the fundamental British values. It also promotes the spiritual, moral, social, cultural, mental and physical development of pupils at our school and of society.

Our Christian Vision, 'Be the best you can be; together we grow, from acorns to oaks, flourishing in God's love.' is taken from Isaiah 61:3 – Oaks of Righteousness. "They will be called oaks of righteousness, a planting of the Lord for the display of his splendour." This is a prophecy that looks at all sorts of people from all sorts of backgrounds. We have a real desire and belief that all children from all backgrounds will become magnificent people, making a difference in the world.

At Bream Church of England Primary School, our vision puts the children at the centre of all we do. Our understanding of the individual child underpins their learning journey. We have high aspirations for every child and we want to help them to be caring, confident and curious young people, with a passion for learning and the ability to achieve their potential.

Our aim is to ensure that pupils are prepared for, and have an appreciation of Life in Modern Britain through introducing and discussing British Values:

- Mutual Respect and the Tolerance of those with different faiths and Beliefs.
- Democracy.
- Rule of Law.
- Individual Liberty.



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## 2. Aims & Objectives

The aims and objectives of Mathematics at Bream C of E Primary School:

- To support our children in becoming caring, confident, curious learners.
- To provide teaching that will allow all pupils to reach their full potential and experience success.
- To support children in developing their fluency, problem solving and reasoning skills.
- To develop a love and excitement of Mathematics.
- To ensure whole school consistency and progression in Mathematics.

## 3. Planning and Progression

Our long-term planning sets out the mathematics units which are to be taught throughout the year and ensures that the requirements of the National Curriculum are fully met. At Bream Church of England Primary School, we use curriculum maps based on the White Rose yearly overviews which set the curriculum out in blocks enabling children to get to grips with different areas of math's through extended periods of time.

To ensure whole consistency and progression, the school uses the nationally recognised White Rose Maths scheme. The White Rose curriculum is a cumulative curriculum, so that once a topic is covered, it is met many times again in other contexts. For example, place value is revisited in addition and subtraction and multiplication and division. The curriculum is designed to have an emphasis on number, with a large proportion of time spent reinforcing number to build competency.

Lessons are planned to provide plenty of opportunities to build reasoning and problem solving elements into the curriculum. When introduced to a new concept, children have the opportunity to use concrete objects and manipulatives to help them understand what they are doing. Alongside this, children are encouraged to use pictorial representations. These representations can then be used to help reason and solve problems. Both concrete and pictorial representations support children's understanding of abstract methods.

Mathematical topics are taught in blocks, to enable the achievement of 'mastery' over time. These teaching blocks are broken down into smaller steps, to help children understand concepts better. This approach means that children do not cover too many concepts at once which can lead to cognitive overload. Each lesson phase provides the means for children to achieve greater depth, with children who are quick to grasp new content, being offered rich and sophisticated problems, within the lesson as appropriate.



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## **4. Assessment**

### **4.1 Assessment for Learning**

Children receive effective feedback through teacher assessment, both orally and through written feedback, and AfL is integral to the design of each lesson. Feedback is given through marking following the school marking policy, as well as instant verbal feedback within the lesson, misconceptions are picked up and addressed within the moment as much as possible. Teachers also implement the schools agreed calculation policies for progression in written and mental calculations.

The structure of the teaching sequence, ensures that children know how to be successful in their independent work. A daily Fluent Five and Flashback Four activity supports children's recall of key number facts, which frees working memory. Teachers will make informed choices as to when they should progress to new content according to the degree of fluency that children are able to demonstrate.

The 'Daily Review' task provides the means for the teacher to assess, review and revisit previous related content, so that all children are well prepared for new content.

The 'Guided Practice' part of the lesson is when a new mathematical concept is introduced and the guided practice aspect of this part of the lessons means that children are well prepared to be able to apply the skills, knowledge and strategies taught.

Common misconceptions are identified and addressed within the teaching sequence and key understanding within each 'small step' is reviewed and checked by the teacher and the children before progression to further depth.

Lessons are 'chunked up' so that all pupils reach the problem solving and reasoning element of the lessons. Teachers model the content of the lesson, ensuring that pupils are actively engaged and involved in the learning through the use of pupil discussion and whiteboard work. Staff allow pupils to work through smaller parts of the lesson at a time, reducing cognitive load and enabling pupils to fully embed their new learning.

Opportunities for additional practice and correction are provided by the teacher, as appropriate, during marking, with a focus on promoting and achieving a growth mindset approach in the subject.

### **4.2 Formative Assessment**

Short term assessment is a feature of each lesson. Observations and careful questioning enable teachers to adjust lessons and brief other adults in the class if necessary. The review at the start of each lesson enables staff to assess the pupil's retention of previous learning and this acts as an assessment tool for staff, addressing misconceptions prior to moving the learning on.

The small steps are then entered onto the whole school tracking system and staff assess whether each child has achieved the small step or not.



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### 4.3 Summative Assessment

At the end of each long term, the children complete the carefully aligned White Rose Maths 'End of Term Assessment'. The outcome of this is used by the teacher to ensure that any identified gaps in understanding can be addressed. Each child's scores are also input on a class spreadsheet, which provides an overview of achievement in arithmetic and problem solving and reasoning for the units covered that term. This also informs dialogue with parents and carers during open evenings, as well as the judgements made at the end of the term as to the extent that each child has achieved the expectation for their year group.

Assessment data in maths is reviewed throughout the year to inform interventions and to also ensure that provision remains well-informed to enable optimum progress and achievement. End of year data is used to measure the extent to which attainment gaps for individuals and identified groups of learners are being closed. This data is used to inform whole school and subject development priorities for the next school year.

Twice a year we complete the NFER assessments (Autumn and Summer) and use this data to monitor pupil progress across the school.

## 5. Special Needs and Greater Depth

The school is committed to ensuring the active participation and progress of all children in their learning.

All children will be given equal opportunities to achieve their best possible standard, whatever their current attainment and irrespective of gender, ethnic, social or cultural background, home language or any other aspect that could affect their participation or the progress of which they are capable.

Taking a mastery approach, differentiation occurs in the support and intervention provided to different children, not in the topics taught, particularly at earlier stages. The National Curriculum states:

'Children 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.'

There is little differentiation in the content taught but the questioning and scaffolding individual children receive in class as they work through problems will differ, with higher attainers challenged through more demanding problems, which deepen their knowledge of the same content before acceleration onto new content. Children's difficulties and misconceptions are identified through immediate formative assessment and addressed with rapid intervention – commonly through individual or small group support later the same day or within the lesson.

A range of inclusion strategies, disseminated by the SENDCO, are embedded in practice and teachers are aware of the special educational needs of the children in their class, as well as



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those who have English as an additional language. Although the expectation is that the majority of children will move through the programmes of study at broadly the same pace, the 2014 National Curriculum states:

'Decisions about when to progress should always be based on the security of children's understanding and their readiness to progress to the next stage.'

If a child's needs are best met by following an alternative plan, including coverage of the content from a previous year, this will be overseen by the SENDCO, in collaboration with the class teacher and with the knowledge of SMT. Specific arrangements for the provision of children with SEND will be communicated to parents and carers during SEND reviews.

Children with specific maths targets in their My Plans are given morning maths tasks related to their specific targets, these are in replacement of the Fluent Five and Flashback Four activities. Children will have daily practice of the skill to support their mathematical development.

## **6. Resources**

Our KS1 and KS2 teachers use White Rose Maths Premium lesson slides, which they adapt accordingly. Children record their work in printed workbooks and respond to additional problem solving and reasoning questions in their maths book. They might also use their maths book to record key number facts and make representations of mathematical concepts, as well as consolidation tasks related to their learning.

EYFS use the Mastering Number programme to teach the number element of the EYFS curriculum. Shape, space and measure is taught using the White Rose Scheme.

Maths meetings take place in the afternoons in the year 1-6 classes. Years 1 and 2 also use the Mastering Number programme to further embed number sense and fluency skills, this is taught 4 afternoons per week in both classes.

Years 3 and 4 use Fluency Bee to support pupils in developing their number sense and fluency, this is taught 4 afternoons per week in both classes.

Years 5 and 6 use their own materials to consolidate maths concepts or further develop problem solving and reasoning from the maths lessons.

The use of manipulative objects is an integral part of the White Rose Maths scheme which incorporates the concrete – pictorial – abstract pedagogy: Each classroom has its own supply of mathematical equipment, in line with the White Rose Maths calculation policies, which the school has adopted (this is also available on the school's website).

Teachers also have access to the White Rose Maths Interactive Teaching Resources for the purpose of modelling strategies and demonstrating the use of concrete resources. Classes have visualisers to also model the correct use of manipulatives for the children.

The school subscribes to the White Rose Maths Premium Resource Centre. This provides access to visual resources (including lesson slides that teachers can adapt), as well as small



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steps planning guidance and reasoning and problem-solving questions that accompany each small step, to inform and use in lessons.

The school also subscribes to Times Tables Rock Stars and Numbots, a times tables and number programme that enables pupils to play games whilst developing their number knowledge. All pupils in the school receive a login for this and are expected to access it at home as part of the homework expectations.

## **7. Monitoring**

The subject leader will raise the profile of Maths at Bream Church of England Primary School through best practice. They will model lessons, as appropriate to new staff, ECT's and peers to support continued professional development. They will ensure the high-quality maths working walls around the school, and involve the school in 'celebrations' of Maths, including participation in events such as 'Number Day'.

The subject leader will support staff in providing opportunities for learning outside the classroom in Maths and will identify and organise opportunities which enable this, as appropriate.

The subject leader will monitor progression and continuity of Maths throughout the school through lesson observations and regular monitoring of outcomes of work in Maths exercise books.

The subject leader will ensure that all staff have access to year group plans and the relevant resources which accompany them.

The subject leader will monitor children's progress through the analysis of whole school data. They will use this data to inform the subject development plan which will detail how standards in the subject are to be maintained and developed further.

The subject leader will, on a regular basis, organise, audit and purchase central and class-based Maths resources.

Through ongoing involvement in the DfE funded Maths Hubs programme, the subject leader will keep up to date on current developments in Maths education and disseminate information to colleagues.

The subject leader will communicate key mathematical ideas to parents.

The subject leader will ensure that all staff have access to professional development including observations of outstanding practice in the subject.

## **8. Parents**

The school recognises that parents and carers have a valuable role to play in supporting their child's mathematical learning. An overview of the Maths curriculum is available on the school's website, as well as guidance in the progression in calculation methods used by the school.



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Paper copies of these documents are also available on request and the curriculum letter, sent home by each year group, also outlines the Maths topics to be covered.

Children have access to Numbots and Times Table Rockstars and are expected to play it at home as often as they can.

White Rose Maths Parent Books which cover the key content from each year group are available on the school's website. Paper copies are available on request and made available to identified children who would benefit from additional practice at home.

Parents are informed of their child's progress at Parents Evenings and this is also communicated in written school reports.

Parents and carers are encouraged to speak to their child's teacher at any point during the year, either informally or by making a specific appointment. Information about their child's standards, achievements and future targets in Maths is shared during parent/carers meetings, as well as ways that parents/carers may be able to assist with their child's learning.

The school also provides a number of opportunities for parents/carers to learn about what their child is learning through termly topic webs.

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**This policy is available on the school website: [www.breamcofe.co.uk/policies](http://www.breamcofe.co.uk/policies)**

*Paper copies are available on request from the School Office.*