Park Brow Primary School

Happy - Respect - Pride - Caring - Potential



Mathematics Policy 2026-2027

This Mathematics Policy outlines the intent, implementation and impact of mathematics teaching and learning across our school. It is in alignment with the **National Curriculum in England (2014)** and the **Statutory Framework for the Early Years Foundation Stage (2021)**. We aim to create confident, resilient mathematicians who are fluent in number, able to reason mathematically and apply their knowledge to solve problems. This policy reflects guidance from the **Department for Education (DfE)** and identifies good practice as highlighted by **Ofsted's Education Inspection Framework (EIF)**.

Intent

Curriculum Vision

Our vision is to ensure a high-quality mathematics education that provides children with a strong foundation in arithmetic, reasoning and problem-solving skills. Mathematics is an essential life skill and we strive for all pupils to develop a deep and sustainable understanding of mathematical concepts.

Aims

In line with the aims of the National Curriculum, our mathematics curriculum ensures that all pupils:

- Become fluent in the fundamentals of mathematics
- Are able to reason mathematically
- Can solve problems by applying their mathematics to a variety of contexts

Key Principles

- Inclusion for all pupils, including those with additional needs
- A mastery approach to ensure all pupils develop deep, long-term and sustainable understanding
- Assessment informs teaching and supports pupil progress
- Engaging and relevant learning through real-life contexts and cross-curricular links

Implementation

Mathematics Scheme

We follow a **mastery approach**, using the **White Rose Maths** scheme as our structured long-term programme, supplemented by **Power Maths** to support progression and deep learning through small steps. These schemes align with the National Curriculum and the DfE's non-statutory guidance in **Mathematics guidance: key stages 1 and 2 (2020)**.

Daily lessons build knowledge systematically, with opportunities for fluency, reasoning, and problem solving. Concepts are revisited through spaced learning to secure understanding in the long term.

EYFS Provision

Expectation by end of EYFS: Children will have a secure understanding of number to 10, subitising, comparing quantities, and beginning to count beyond 10. They are expected to reach the ELGs for Number and Numerical Patterns.

In the Early Years Foundation Stage, mathematics is taught through both adult-led and child-initiated activities. Our provision aligns with the Early Learning Goals set out in the **EYFS statutory framework (2021)**.

- Pupils explore number, shape, space and measure through play and structured input.

KS1 Provision

Expectation by end of KS1: Pupils should be fluent in number facts up to 20 and the 2, 5 and 10 times tables. They are expected to demonstrate confidence in place value, counting, simple calculation and reasoning.

- In Years 1 and 2, pupils follow the White Rose/Power Maths scheme for daily mathematics lessons.
- In addition, pupils participate in daily **Mastering Number sessions**, a DfE-funded programme developed by **NCETM** to strengthen fluency and understanding in number facts.
- Lessons are practical and visual, supporting pupils with concrete-pictorial-abstract (CPA) representations.

KS2 Provision

Expectation by end of KS2: Pupils should be fluent in all four operations, recall all times tables to 12 × 12, apply formal written methods, and demonstrate secure reasoning and problem-solving skills as set out in the Year 6 Programme of Study.

- Daily mathematics lessons follow White Rose/Power Maths, ensuring coherent progression of small steps.
- All KS2 pupils have a **dedicated daily fluency session** where they practise and consolidate key skills such as times tables, mental calculation strategies and arithmetic.
- Pupils use a wide range of visual and practical mathematical resources to support understanding.

Cross-Curricular Mathematical Development

Mathematics is embedded across the wider curriculum to ensure practical application of skills:

- **Science**: Measuring, data analysis, time
- **Geography & History**: Chronology, coordinates, statistics
- **Computing**: Algorithms, logical reasoning, data handling
- **DT**: Measurement, geometry, shapes
- **PE**: Time, scoring, positional language

This cross-curricular approach supports Ofsted's emphasis on a **'broad and balanced curriculum'** and helps pupils see maths as a meaningful, functional tool.

Assessment

Assessment for Learning

Formative assessment is integral to daily teaching through questioning, discussions and effective feedback. Teachers use this to adapt lessons responsively and address misconceptions.

Summative Assessment

- We use termly **NFER assessments** at the end of each term in Years 1 to 6 to track pupil progress against national benchmarks.
- Assessment outcomes are analysed and used to inform planning, interventions and pupil progress meetings.
- In EYFS, assessment is based on observation and practitioner judgement, leading to the EYFS Profile.

Supporting All Learners

Interventions and Support

- **Teaching Assistants (TAs)** are strategically deployed to support identified pupils through targeted interventions, pre-teaching and same-day catch-up where possible.
- Interventions for SEND pupils are evidence-informed and aligned with their Individual Learning Plans, following specialist advice where appropriate.

Mathematics for More Able Pupils

More able mathematicians are challenged through:

- Rich and complex problem-solving tasks
- Open-ended investigations
- Depth over acceleration, ensuring mastery of content before moving on

Use of Mathematical Resources

We use high-quality, concrete resources to support understanding and build connections across different representations:

- Numicon, base ten, place value counters, number lines, bead strings, multilink
- These resources underpin the **CPA (Concrete-Pictorial-Abstract)** approach used consistently across all year groups
- Resources are available in all classrooms and in central stores for teacher planning

Monitoring and Evaluation

Mathematics is monitored by the **Mathematics Lead** and Senior Leadership Team through:

- Learning walks and lesson observations
- Pupil book scrutiny
- Planning feedback
- Data analysis
- Pupil and staff voice

This process ensures consistent, high-quality maths teaching aligned with the school's intent and DfE expectations.

Roles and Responsibilities

Subject Leader

The Maths Lead will:

- Keep up to date with local and national developments
- Lead CPD for staff
- Provide coaching and modelling where appropriate
- Monitor teaching, learning and pupil outcomes
- Lead data analysis and evaluation

Classroom Teachers

- Deliver daily maths teaching following the agreed schemes
- Carry out assessments and use them to inform planning
- Provide inclusive, scaffolded and appropriately challenging instruction

Teaching Assistants

- Support targeted groups under the direction of the teacher
- Deliver agreed interventions
- Assist in the use and organisation of resources

Policy Review

This policy will be reviewed annually by the Mathematics Lead and the Senior Leadership Team, considering updates to DfE guidance, changes in assessment, and school self-evaluation outcomes.

Last Reviewed: 14.09.2026 by P. Holden (Maths Lead)
Next Review Due: September 2027