

MATHEMATICS POLICY

Reviewed by: M Bear

Intent

At St Peter's, our aim is to foster a love of mathematics and develop children into confident, resilient, and enthusiastic learners who are curious about the subject. We want children to develop a **deep and secure understanding** of mathematical concepts through a mastery approach, building the foundations they need for lifelong learning.

Our intent is that:

- Pupils see mathematics as a **creative and interconnected discipline**.
- The curriculum provides **breadth, depth, and progression**, aligned with the National Curriculum, EYFS statutory framework and White Rose Maths.
- Become **fluent** in the fundamentals of mathematics, including the varied and regular practice of increasingly complex problems over time
- Children are encouraged to **reason, problem-solve, and communicate clearly**, using accurate mathematical language.
- Mistakes are valued as part of learning, helping children to become **resilient and independent thinkers**.

By the time they leave us, pupils will be confident, curious, and capable mathematicians, who are able to apply their skills in a range of contexts.

Implementation

At St Peter's we aim to enthuse pupils, to develop their thirst for mathematical knowledge.

The teaching of mathematics is underpinned by the White Rose Maths scheme of learning, which ensures clear progression from EYFS to Year 6 and supports a mastery approach. White Rose is used as the foundation for planning across the school, ensuring full curriculum coverage, whilst teachers embed carefully planned scaffolding strategies so that all pupils can access the learning and achieve success.

In practice, our approach includes:

- A strong focus in EYFS on number sense through counting, subitising, comparing quantities and recognising patterns.
- A balance of explicit teaching and play-based learning, with mathematics woven into continuous provision and real-life contexts.
- Consistent use of manipulatives and practical resources (e.g., tens frames, bead strings, counters, Numicon) to provide hands-on learning experiences.

- The Concrete–Pictorial–Abstract (CPA) approach throughout the school to build conceptual understanding step by step.
- Daily opportunities for fluency, reasoning and problem-solving so that children develop skills and deep understanding in parallel.
- Scaffolds such as sentence stems, vocabulary prompts, worked examples, and structured models to support all learners. These scaffolds are gradually reduced as pupils gain confidence and independence.
- High-quality questioning encourages curiosity, guide reasoning, and extends thinking.
- Responsive assessment for learning in every lesson, ensuring that misconceptions are identified quickly and addressed.
- Same-day interventions or additional support where necessary, so children are supported to keep up rather than catch up.
- Targeted scaffolding for pupils with SEND or those who lack confidence, ensuring equity of access to the full curriculum.
- Challenge and enrichment tasks for higher-attaining pupils so that all learners are stretched and motivated.

Professional development is prioritised to ensure that staff maintain strong subject knowledge and confidence in scaffolding, questioning, and mastery strategies. This consistency across the school supports the development of resilient, enthusiastic, and curious mathematicians who are able to apply their knowledge with confidence.

Impact

As a result of this approach, children develop into resilient and confident mathematicians with the ability to apply their knowledge to different contexts. They demonstrate enthusiasm for learning, perseverance when faced with challenge, and curiosity about mathematical ideas.

The impact of our approach can be seen in:

- Pupils making **sustained progress** across year groups, with outcomes in line with or above national expectations.
- Children confidently using **mathematical language** to explain their reasoning and strategies, demonstrating depth of understanding.

- **Positive attitudes** towards mathematics, with pupils showing enthusiasm, perseverance, and pride in their learning.
- Teachers swiftly identifying and addressing misconceptions through responsive teaching and targeted scaffolding.
- Higher-attaining pupils being challenged effectively, ensuring that all learners are stretched and motivated.
- Outcomes from the **MTC are closely monitored**, with teachers using the data to identify gaps in times table knowledge, adapt teaching where necessary, and provide targeted support to ensure all pupils achieve fluency.

Assessment plays a vital role in measuring impact and shaping next steps. Teachers use:

- **Formative assessment** every lesson, through questioning, observation and feedback, to check understanding and adapt teaching.
- **White Rose end-of-block assessments** to monitor pupils' grasp of taught content, identify gaps, and inform targeted support.
- **Termly summative assessments** to track progress over time, compare outcomes against National Curriculum expectations, and inform whole-school monitoring.
- Regular review of outcomes during **pupil progress meetings**, ensuring interventions and scaffolding strategies are effective and that all children are on track to achieve ambitious targets.
- Regular monitoring through **lesson observations, book looks, assessments, and pupil voice**, ensuring consistency and high standards across the school.

By the end of Key Stage 2, our pupils are equipped with the mathematical skills, curiosity, and resilience they need to thrive in the next stage of their education and beyond.