Mission Statement: Valuing Potential; Creating Opportunities

MATHEMATICS POLICY

This policy to be read in conjunction with Assessment and Marking Policies, Calculation Policy, Equal Opportunities Policy, Planning,Teaching and Learning Policies, Racial Equality Policy, Inclusion and SEND Policies

POLICY REVIEW

This policy has been agreed by staff and Governors and will be regularly reviewed.

DATE OF POLICY:	MAY 2026	**DATE OF NEXT REVIEW:**	MAY 2027
MONITORED BY:	SUBJECT LEADER AND SENIOR LEADERSHIP TEAM	TEACHING & LEARNING COMMITTEE	

VISION

Children are at the centre of everything that we do. Decisions that we make around the curriculum and school life are carefully considered to reflect their current and future needs. Mental health is balanced with academic needs to nurture the whole child.

We strive to provide a fun, inclusive and nurturing environment for children to learn, through challenging lessons with an emphasis on progress and achievement. The curriculum design will be broad and ambitious and provide opportunities for the children to learn about the wider world around them. We aim for them to see themselves reflected within the topics and themes that we choose but also to enhance their awareness and understanding of those who are different from them.

Our outside space is extensive and well resourced. We believe that outdoor provision provides opportunities for children to build the characteristics of effective learning which enables them to achieve across the curriculum and build life skills such as team work, resilience and creative thinking.

The strong community of our school is built upon the relationships between all children, staff, governors and parents. By the time our children leave Hartsbourne we believe that they will be confident, inquisitive learners who will have lifelong happy memories. The skills they develop will enable them to overcome any challenges that they meet and prepare them for secondary school and beyond.

RATIONALE

At Hartsbourne Primary School, we believe that mathematics is an essential life skill that enables pupils to make sense of the world around them. It provides a powerful means of communication, reasoning and problem solving, and is fundamental to everyday life. We aim to develop pupils who are fluent in mathematical concepts, able to reason and explain their thinking, and confident in applying their knowledge to a range of problems. Mathematical understanding is developed through exploration, discussion and purposeful practice, enabling pupils to make connections across different areas of learning.

We recognise that pupils learn mathematics in different ways. Through a mastery-informed approach, we support all pupils to develop a deep and secure understanding of mathematical

concepts, ensuring they can use their knowledge efficiently and flexibly.Mathematics at Hartsbourne is designed to be engaging, meaningful and challenging, promoting curiosity, resilience and a positive attitude towards learning.

AIMS AND OBJECTIVES

We aim for our pupils to develop the ability to adapt their mathematical techniques and strategies to a variety of situations, problems and challenges with growing fluency, mathematical knowledge and enjoyment. They will be able to articulate their ideas and thoughts using a range of mathematical language, in a reasoned and logical manner.

We will achieve this by providing a rich and diverse mathematical curriculum that makes links across mathematical concepts and other curriculum subjects where possible. Children will have the opportunity to learn maths in a range of contexts and environments.

Our vision is to ensure all children will leave Hartsbourne with an enthusiastic, excited and confident approach to maths - enabled with the skills to achieve well throughout their lifetime.

At Hartsbourne School we aim to ensure that all children:

- Become fluent in key mathematical concepts and procedures
- Reason mathematically by explaining, justifying and proving their thinking using appropriate mathematical language
- Solve a wide range of problems, applying their knowledge to both routine and non-routine contexts

Our Objectives

We aim to foster a positive attitude towards mathematics, where pupils demonstrate curiosity, perseverance and a willingness to take risks in their learning.

This is achieved through a rich and ambitious curriculum that:

- Builds on prior knowledge and makes connections across mathematical concepts
- Provides opportunities for mathematical talk and discussion
- Encourages pupils to apply their learning in a range of meaningful contexts
- Promotes independence and confidence in mathematical thinking
- Emphasise the importance of understanding when teaching (abstract) maths concepts
- Provide broad guidelines, a sense of common purpose, continuity of approach, method, language and content within the school.
- Provide every child with the opportunity of developing to the full his/her mathematical potential, irrespective of sex, race or social factors, whilst recognising the wide range of abilities and progress that will be encountered.
- Encourage the children to see a progression in their acquisition of knowledge and skills, and to appreciate and express the logical principles involved in mathematics.

TEACHING AND LEARNING

At Hartsbourne, mathematics is taught through a mastery-informed approach, where all pupils are expected to access the same learning objective wherever possible. Lessons are carefully structured into small, progressive steps to support all pupils in developing a secure and deep understanding of mathematical concepts.

We will use the National Curriculum Programmes of Study and the White Rose Maths Schemes of Work to plan high quality lessons. We will provide children with the appropriate manipulatives to tackle problem solving. The White Rose Calculation Policy details the methods used to teach calculation and progression in addition, subtraction, multiplication and division. (This can be found on the school website).

Lessons incorporate a range of consistent features, including teacher modelling, opportunities for guided and independent practice, and regular opportunities for explaining, reasoning and problem solving. Teaching follows the CPA (concrete, pictorial, abstract) approach, ensuring new concepts are explained using physical resources and visual representations, allowing children to develop a deeper understanding of the content.

Reasoning and mathematical talk are central to learning. Pupils are encouraged to explain, justify and prove their thinking using appropriate mathematical vocabulary. Teachers provide opportunities for discussion through questioning, talk partners and the use of stem sentences.

Teachers use carefully planned questioning to assess understanding, challenge thinking and deepen pupils' reasoning. Questions are adapted in the moment to probe misconceptions, extend responses and ensure all pupils are actively engaged in mathematical thinking.

We believe that effective learning will take place in an atmosphere that encourages exploration and experimentation, and recognise that uncertainty and mistakes are frequent and necessary components of learning. We will encourage a climate where thoughts and ideas are valued and provide children with a variety of opportunities for learning, including:

- Development of mental strategies, consolidation of basic skills and number facts.
- Mathematical discussion and opportunities for problem solving
- Different written methods and recording
- Practical activities
- Investigational work

EYFS

Maths is one of the seven areas of learning and development within the EYFS. A strong grounding in numbers is essential to develop the necessary skills to meet the Early Learning Goals at the end of Reception, and to make good progress in maths as children move through the school. Children need to be able to count with confidence, understanding what each number from 0-10 means. Children need to compare numbers, using the vocabulary more, less, bigger, smaller, the same and equal to, accurately. Children need to be able to subitise to 5, know number bonds to 5 and some number bonds to 10. Children will develop an understanding of patterns within numbers.

Mathematical skills will be learnt, rehearsed and practised in both adult-directed input and through carefully planned enhancements to continuous provision. The Nursery and Reception environment will allow for continuous engagement in mathematics with displays, manipulatives and toys available to support number, pattern, shape, space and measure learning. Opportunities for stories, songs, games, rhymes and imaginative play will be supported both inside and outside.

PLANNING AND ASSESSMENT

In order to inform planning and to assess children's progress, teachers will carry out a range of summative and formative assessments.

Assessment is regarded as an integral part of teaching and learning and is a continuous process. Assessment for learning lies at the heart of successful teaching and in raising standards of attainment. It is the responsibility of the class teacher to assess all children in his/her class.

Formative assessment takes place continuously within lessons through questioning, observation, discussion and the review of pupils' work. This allows teachers to address misconceptions promptly and adapt teaching in real time. Summative assessments, including White Rose end-of-unit assessments, are used to support teacher judgements and identify patterns in attainment. Assessment information is used to inform planning, ensuring that gaps in learning are addressed through class teaching and targeted intervention.

Children will be regularly tested on multiplication tables and prepared for the DfE test in Year 4.

Pupils receive immediate feedback within lessons, or marking in line with the school marking policy, to support progress. Same-day or next-day interventions are used to address misconceptions and enable pupils to keep up with the curriculum.

Teaching Assistants are recognised as a vital resource in the support of learning at Hartsbourne School. They will be involved at individual and group level in delivering the curriculum and are an important part of the teacher's planning and assessment process.

RESOURCES

We use a range of high-quality mathematical resources to support teaching and learning. These include manipulatives such as Dienes, Numicon, rekenreks and place value counters, which are used to develop conceptual understanding.

Resources are accessible within classrooms and are used purposefully to support pupils in building understanding. Teachers carefully select resources, including scaffolds and representations, to support all pupils in accessing the learning and developing independence.

Where appropriate, additional resources such as worksheets and technology are used to reinforce learning and provide opportunities for practice and consolidation.

INCLUSION

Maths is taught to the whole class with the aim of all children succeeding in reaching the lesson objective. Lessons are carefully planned to include small steps of learning so all children can 'keep up' and access the lesson. Same day or next day interventions take place, where appropriate, so that any children who did not achieve a good level of understanding in the lesson are able to catch up before the following lesson. Staff will ensure that oral questions are differentiated to maintain the involvement of **all** abilities. Teachers will use adaptive teaching strategies in lessons to ensure any barriers to learning are addressed and overcome.

All children will have access to reasoning questions and appropriate challenges to allow for a deep understanding and provide opportunity for more able pupils to be stretched. Children working significantly below year group level will work on separate, personalised objectives in Maths to ensure they are making progress and building their understanding of mathematics.

CROSS CURRICULAR OPPORTUNITIES

Where appropriate, pupils are given opportunities to apply their mathematical skills in other areas of the curriculum, such as measuring in science, interpreting data in geography, and using number and scale in design and technology. These opportunities reinforce mathematical understanding and demonstrate the relevance of mathematics in real-life contexts.

PRESENTATION POLICY IN MATHEMATICS

Aim: To establish high expectations and pride in our maths learning. To create a clear and consistent guideline for presentation within maths lessons.

Objectives:

- To use the squares as an aid to calculation
- To motivate every child to present their work in the best possible way.
- To enable pupils to recognise work that is presented to a high standard.
- To ensure each child knows the standard of presentation that is expected of them

Expectations for Teaching staff:

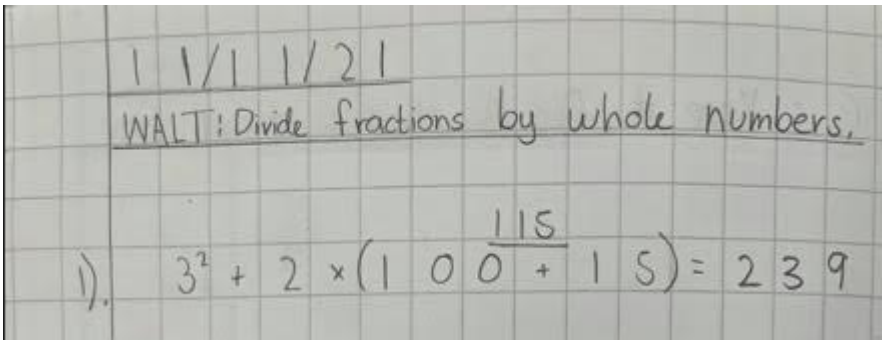
- Remember – the teacher is the most important role model for presentation and high expectations! Use the resources available to you.
- All pupils' work must be marked using the agreed marking policy.
- When sticking work/labels/headings in books ensure they are straight and cut to size.

Expectations of pupils:

- Pencils should be used in all maths books.
- Margins in books should be drawn in pencil using 2 squares per margin.

Expectations for layout:

- The date is written in numbers at the top on the left-hand side.
- In Year 1, they use labels that must be stuck at the top on the left-hand side.
- Then, write the learning objective (WALT) on the left hand-side under the date.
- Underline both the date and WALT with a ruler.
- Start your work by missing a line.
- If you make a mistake, draw one neat line through the mistake with a ruler and start again – do not overwrite.
- All figures must be written neatly and clearly with one digit to each square.
- Each calculation and subsequent answer must be clearly numbered or lettered but also distinguishable from workings out/notes.



- When drawing lines to underline, for shapes or any process within mathematics children must use a ruler to ensure accuracy and precision. (Teachers should model using a ruler to encourage the children).
- When calculating, children must work vertically rather than horizontally to avoid mistakes.

E.g.:
25+6=
25+5=30
30+1=31
25+6=31
To avoid things like this:
25+6=25+5=30+1=31

Outcomes of presentation policy and monitoring:

- Pupils of all abilities can present their work to the highest possible standard increasing their confidence and self-esteem.
- There is consistency across the school in terms of the standard of presentation expected in mathematics.
- Progression in presenting work between each class is evident and understood by all pupils and adults.
- Children's calculations will be as accurate as possible, avoiding unnecessary mistakes due to unorganised presentation