



School Policy Document

Title: Maths Policy

Purpose: Supporting teaching and learning of Maths

Lead Role Responsibility: Maths Subject Leader – Nikki Sheen

Governing Body Team or Head Teacher Responsibility:
Curriculum and Standards Team

Reference and Source Documents: Written and updated by Maths Subject Leader

Approved by Leadership: 15/6/26

Reviewed by Governing Body: 15/6/26

Reviewing Cycle: Annually

Next Review Due: July 2027

Christian Vision and Aims statement

Inspire, Nurture and Achieve

We believe, as Jesus did, that in our happy, purposeful and welcoming **Christian school** and pre-school **all** are **valued, encouraged** and **cared for**:

- **Inspire** the school community to think and feel positively about themselves and others.
- **Nurture** each child and adult so that they grow with others in a secure and happy environment; where they enjoy a wealth of opportunity and experience a love of learning.
- A place where **achievements** are celebrated and expectations are high for all.

This is underpinned through the understanding that in Jesus, **all** are welcome and unique and have a God given purpose and place in the world. Jesus inspires us that **all** people can flourish.

Matthew 19 v14

Jesus said, "Let the children come to me, and do not hinder them, for the kingdom of heaven belongs to such as these."

We aim to:

Inspire a positive approach to life and learning;

*Value and **nurture** each child as an individual: developing **resilience, independence, and an understanding** of what they bring to the world;*

*Create a rich, stimulating environment where **achievements** are celebrated and **team work and co-operation** are expected;*

*Promote **high expectations** and **self-confidence** for each individual;*

*Ensure each child strives towards **excellence** supporting those who find learning difficult and challenging the most able children;*

*Develop and foster **motivation** for learning and **enthusiasm** for life;*

*Promote a sense of **belonging** and build outstanding **relationships** between school, home, church and the wider community.*

*Help every person understand their **unique purpose** and **place** in **God's world**.*

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1. Aims

At St Barnabas C.E Primary School, we aim to ensure that all pupils develop strong foundations in mathematical understanding, enabling them to become confident, fluent and inquisitive mathematicians. Maths is a key life skill, essential for understanding the world, making informed decisions and preparing for future opportunities.

Our aims are to:

- Promote confidence, resilience and competence by encouraging an 'I can do it!' attitude
- Inspire enjoyment and enthusiasm through practical activity, exploration and discussion
- Challenge all children through high expectations and equip them with the skills needed to rise to those challenges
- Develop deep conceptual understanding through concrete, pictorial and abstract approaches
- Enable children to apply Maths across the curriculum and in real-life contexts
- Support pupils to describe and explain their thinking using accurate mathematical vocabulary
- Build a strong sense of number and secure understanding of the number system
- Achieve fluency in mental Maths and the four operations
- Develop logical thinking and reasoning skills to solve problems across all areas of Maths

These aims reflect the National Curriculum (2014), which requires pupils to become fluent, reason mathematically and solve problems.

2. Legislation and Guidance

This policy is informed by:

- The National Curriculum for Maths (2014)
- The Early Years Foundation Stage Framework (2021)
- Guidance from the Education Endowment Foundation (EEF)
- Ofsted's Education Inspection Framework

Our approach aligns with national expectations for ensuring pupils develop secure building blocks before moving on.

3. Our Vision for Maths in Our School

Our vision is that Maths is a subject where all pupils:

- Build strong foundational knowledge that supports future learning
- Experience a curriculum that is coherent, connected and ambitious
- Develop confidence, curiosity and enjoyment in mathematical thinking

Maths at St Barnabas is underpinned by our core values: Inspire, Nurture, Achieve.

4. Our Guiding Principles for the Teaching of Maths

Our teaching is guided by the following principles:

- Fluency, reasoning and problem-solving are embedded in every lesson
- New learning builds on secure prior knowledge, ensuring strong foundations
- The CPA approach (Concrete–Pictorial–Abstract) supports conceptual understanding
- Mathematical vocabulary is explicitly taught and used consistently
- Misconceptions are anticipated, addressed and used as learning opportunities
- All pupils are given opportunities to think deeply and articulate their reasoning
- Challenge is provided through depth, not acceleration

Mastery at St Barnabas means:

- All pupils can achieve in Maths
- Learning is built on secure foundations
- Understanding is deep and sustained over time
- Pupils reason and make mathematical connections

Teaching for mastery includes:

- High expectations for all pupils
- Fewer topics taught in greater depth
- A strong emphasis on number sense and place value
- Problem-solving at the heart of learning

We recognise three levels of learning:

- Shallow learning – temporary and easily forgotten
- Deep learning – secure and readily recalled
- Deepest learning – applied confidently in new and unfamiliar contexts

A concept is mastered when a child can:

- Represent it in multiple ways
- Use precise mathematical language
- Apply it independently to unfamiliar problems

5. Roles and Responsibilities

Maths Subject Leader

- Oversees the teaching of Maths across the school
- Monitors provision through book looks, observations, learning walks and pupil voice
- Analyses data and tracks progress of specific pupils
- Contributes to Pupil Progress Meetings and identifies next steps for intervention
- Promotes adaptive teaching strategies to meet the needs of all learners
- Moderates work to ensure accuracy of judgements
- Keeps up to date with developments in Maths teaching
- Leads staff training and supports colleagues
- Prepares policy documents and liaises with SLT and governors
- Makes purchasing decisions based on identified needs
- Leads Maths Workshops for parents and carers.

Teachers

- Deliver high-quality maths teaching using mastery principles
- Plan lessons that build strong foundations and deepen understanding
- Use assessment to inform planning and identify next steps
- Provide challenge for all pupils through depth
- Use manipulatives and representations to support learning
- Support other teaching staff
- Provide targeted support, pre-teaching and intervention
- Reinforce key skills and vocabulary

Governors

- Monitor the effectiveness of Maths provision
- Support and challenge the Maths Team

6. Curriculum

Maths is a core subject, and we follow the National Curriculum (2014). Our curriculum is designed to build strong foundations in number, reasoning and problem-solving through a coherent progression from Reception to Year 6.

We plan in three phases:

- Long-term: progression of knowledge and skills
- Medium-term: key teaching objectives for each term
- Short-term: carefully crafted daily lessons and assessment opportunities

We use White Rose Maths to support planning and ensure small-step progression.

Daily lessons include:

- Problem-solving and reasoning
- Mathematical talk using prompts such as “Convince me...”
- ‘I do, we do, you do’ modelling
- Daily mental maths practice
- Use of a wide range of manipulatives

Fluency Development

We use:

- GLOW Mastering Number (EYFS/KS1)
- Number Sense programme for number facts and times tables fluency
- Times Tables Rockstars, Numbots, White Rose 1 minute app

7. Marking and Feedback

Feedback in Maths is:

- Designed to strengthen foundational knowledge and fluency
- Timely, enabling pupils to address misconceptions quickly
- Focused on core understanding
- Delivered through live marking, verbal feedback and targeted questioning
- Supported by self-assessment and peer discussion

Marking follows the school’s Feedback Policy.

8. Monitoring, Assessment and Moderation

The Maths Team and Team Leaders monitor:

- Standards of work
- Quality of teaching
- Curriculum coverage
- Pupil progress

Assessment is continuous and integral to teaching.

Formative assessment includes:

- Open-ended questions
- Opportunities to explain, convince and prove
- Observation of pupils at work
- Peer and self-assessment
- Daily recording of pupils not achieving/exceeding expectations

Summative assessment includes:

- White Rose end-of-unit tests
- KS2 fortnightly arithmetic tests
- Times tables tests and MTC practice
- Termly Smartgrade tests (Years 1–5)
- Regular practice SATs papers (Years 2 and 6)
- Number Sense assessments

EYFS Assessment

- Observations recorded on SeeSaw
- Judgements made against ELGs
- Data analysed regularly and shared with SLT

Use of Assessment

- Children's progress tracked using ITrack
- Informs planning and intervention
- Moderation in team meetings and with local schools
- Targets set each September by SLT

9. Learning Environment

Classrooms will:

- Display key vocabulary and models
- Provide access to manipulatives that strengthen foundational knowledge
- Celebrate mathematical thinking
- Promote independence, curiosity and resilience

10. Resources

We use high-quality resources to support strong foundations, including:

- Numicon
- Base 10
- Place value counters
- Number lines and squares

- Bar models
- Times Tables Rockstars and Numbots
- GLOW Mastering Number/ Number Sense programme

11. Review

This policy will be reviewed in June 2027 by the Maths Subject Leader , SLT and Governors to ensure it continues to support strong foundational learning and reflects current research and statutory requirements.

12. Links with Other Policies

This policy should be read alongside:

- Feedback Policy
- Early Years Policy
- SEND Policy
- Calculation Policy
- Maths vocabulary progression document