Rudston Primary School

Mathematics Policy
Date: September 2025

Subject Lead(s): Mr I. Robinson, Mr J. Clarke and Mr T. Carney

This policy and all school policies are produced in accordance to guidance set out in our school legislation and guidance policy.

Review: September 2026

Inclusion and Equality Statement

Inclusion is an approach and attitude that will help to give all children opportunities for success and development at school, both academically and socially, and will ensure they are valued as part of the school community. We strive to ensure that pupils' unique needs, differing learning styles and requirements are recognised, valued and supported. We recognise the entitlement of all pupils to a balanced, broadly-based curriculum. We have systems in place for early identification of barriers to their learning and participation so that all pupils can engage in school activities with others. We acknowledge the need for high expectations for all children. We actively seek to encourage equity and equality through our teaching. No gender, race, ethnicity, social and economic background, Special Educational Need or Disability will be discriminated against

DREAM BELIEVE ACHIEVE

Mathematics Policy 2025

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Mathematics Policy

1.1 Maths at Rudston Primary School

Mathematics is a key skill and core subject that all children need to feel confident with, through developing their ability to calculate, reason and solve problems. It is used in daily life and helps us to make sense of the world around us.
Mathematics can be taught cross-curricular but is also taught discreetly in all classes each week. Basic skills are also integral to our drive to further our children's learning in mathematics and thus, timetabled throughout the week.

1.2 Intent

The 2014 National Curriculum for Maths aims to ensure that all children:

- Become fluent in the fundamentals of Mathematics
- Are able to reason mathematically
- Can solve problems by applying their Mathematics

At Rudston Primary School, these skills are embedded within **challenging** Maths lessons and developed consistently over time. We are committed to ensuring that children are able to recognise the importance of Maths in the wider world, becoming **resilient** in their approach and that they are also able to contextualise their mathematical skills and knowledge. We want all children to **respect** and **enjoy** Mathematics and to experience success in the subject, with the ability to reason mathematically. We are committed to developing children's curiosity about the subject, as well as an appreciation of the beauty and power of Mathematics.

2.1 Implementation

2.2 Mastery Approach to Mathematics

At the centre of the mastery approach to the teaching of mathematics, is the belief that all pupils have the potential to succeed. They should have access to the same curriculum content and, rather than being extended with new learning, they should deepen their conceptual understanding by tackling challenging and varied problems.

The whole school works in-line with the revised 2014 curriculum with Years 1 – 6 following the White Rose Maths scheme. This scheme follows the concrete, pictorial, abstract approach. Reception use Mastering Number Group to support their Maths teaching with White Rose Maths resources used for Shape, Space and Measures. Mastering Number Group resources are now rolled out to support fundamental skills in Reception to Year 2 and now have commenced in Years 3, 4 and 5. Year 6 provides an arithmetic and reasoning session in lieu of this.

This means:

Concrete – Teaching will be heavily resource based. The children will first be introduced to an idea/skill by acting it out with real objects. This is the foundation for conceptual learning.

Pictorial – Children will be allowed to draw and mark make, to-make visual representations, to help them understand the idea/skill they are learning. The students now relate the hands-on approach to visual diagrams and pictures. Working walls will display clear direction to previous learning alongside vocabulary for the topic.

Abstract – When children are confident with both the concrete and pictorial stage, they progress onto the abstract which is where children will now be able to represent problems using mathematical notation. This is where children will be giving opportunities to apply the skills they have learnt in a variety of ways.

Children will have the time and space to work at and consolidate a concept without being rushed and moved on. Children will trial the same idea in a variety of ways to 'master' that skill – meaning they can do it in any situation with any numbers.

Children are to be challenged to recall previous knowledge with a pre-topic assessment and teachers are to then follow this up with a series of recall days to unpick findings and prepare the children for new learning effectively. This is supported by a series of progress maps that teachers should display on their working walls to enhance understanding.

To support arithmetical learning, teachers are to use Mastering Number Group resources from Reception to Year 2 and Years 3-5 complete Mastering Number Group activities too. Year 6 complete arithmetic and reasoning application sessions. These are to be assessed each term with teacher judgement and formative assessment opportunities used to inform next steps. Children may record their basic skills learning in Jotters, complete verbally or complete practically to build up their experience.

2.3 Early Years

Our Early Years will follow the Mastering Number Group programme of study which is in line with early learning goals alongside White Rose Maths for some elements. Mathematics in early years involves providing children with opportunities to develop and improve their skills in counting, subitising, understanding and using numbers, calculating simple addition and subtraction problems: and to describe shape, spaces and measures. Children are given opportunities to reach these goals whilst being guided, observed and challenged by a professional. Mastering Number has a big emphasis on basic skills for reception children whilst providing continuous provision linked to the topics and matching story books.

2.4 Homework

There is a requirement for teachers to set homework on a weekly basis with a task related to current learning. As well as this, children may be expected to practice their tables or mental

maths skills to help improve fluency alongside Times Tables Rockstars. Children in Year 6 have access to written practise options.

2.5 Assessment

Children's work will be marked according to the agreed school policy and their performance continually assessed by the teacher. Regular assessments are recorded on ARBOR to enable teachers to identify and close gaps in learning.

Teachers use ARBOR assessment data to identify individual children's gaps in learning to enable them to implement effective and timely support.

This data is then used alongside more formal testing (NFER and White Rose Maths) to assess and track progress against end of year expectations and prior attainment. We pass this information on to the next teacher at the end of the year, so that they can plan for the new school year.

We use the national tests for children in Year 2 (optional) and Year 6 (SATs). We also make termly assessments of children's progress measured against the end of year expectations alongside end of block assessments for White Rose and Mastering Number.

2.6 Equal Opportunities

The teaching of mathematics will be in accordance with the present policy for Equal Opportunities. We intend to provide a curriculum which caters for the needs of all individuals and sets them up with the necessary skills and knowledge for them to become successful in their future adventures. We aim to prepare them for a successful working life. We incorporate sustained levels of challenge through varied and high-quality activities with a focus on fluency, reasoning and problem solving. Pupils are required to explore maths in depth, using mathematical vocabulary to reason and explain their workings.

2.7 Inclusion

All children receive quality first Mathematics teaching on a daily basis and activities are adapted accordingly. In addition, where identified pupils are considered to require targeted support to enable them to work towards age appropriate objectives, intervention programmes will be implemented – these may include individualised learning intervention sessions or small group interventions using White Rose Maths TA Hub. Teachers and LSAs work together and monitor the progress of these pupils. Pupils working at Greater Depth are planned for carefully. The needs of children with English as an additional language will be met through planning and support where necessary. This is supported by our equal opportunities policy.

2.8 Resources

All major maths resources are centrally located in the maths resource area. Apart from bulky items, all resources are stored in labelled boxes. Teachers are requested to remove the whole box when equipment is being used and to return it promptly to the correct place when no longer required.
In each classroom, teachers must display a Maths Working Wall and a Maths Help desk that reflect current learning through numerical and pictorial representations as well as concrete apparatus. Teachers are expected to use arithmetic resources such as counting sticks and games as well as online resources to promote arithmetic practise.

3.1 Impact

We intend for all pupils to become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.

Furthermore: -
• Children demonstrate a quick recall of facts and procedures. This includes the recollection of multiplication facts.
• Children show confidence in believing that they will achieve.
• The flexibility and fluidity to move between different contexts and representations of maths.
• The chance to develop the ability to recognise relationships and make connections in maths lessons.
• Mathematical concepts or skills are mastered when a child can show it in multiple ways, using the mathematical language to explain their ideas, and can independently apply the concept to new problems in unfamiliar situations.
• Children show a high level of pride in the presentation and understanding of the work

4.1 Policy Review

This policy was written by Ian Robinson, Jay Clarke and Tom Carney in September 2025, and put forward to governors.

The policy will be reviewed by September 2026.

This policy is subject to change and is updated when necessary, in accordance with government adaptations and the needs of our children.