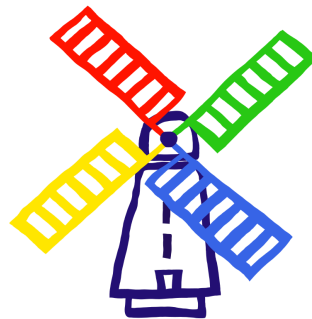


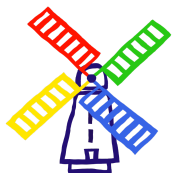
Maths Policy

Unity
Trust
Courage
Curiosity
Respect
Kindness



A community for learning. Raising expectations. Fulfilling high standards.

Policy Revised: **September 2026**
Policy Review Date: **September 2027**
Headteacher: **Mrs Gemma Hillier**
Maths Lead: **Miss Jemma Weston**



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1. Introduction

Mathematics is a universal language. It is a way of communicating, being used to describe, to illustrate, to interpret, to predict and to explain. It is a creative subject in which pupils have the chance to explore for themselves, and to create beautiful and elegant objects, patterns and arguments. It develops the essential numerical skills that enable pupils to understand and communicate with the modern technological world, the ability to think in abstract ways and solve problems. Different cultures have contributed to the development and application of mathematics and the subject transcends cultural boundaries.

Mathematics provides the chance to prove beyond doubt, using logical argument.

2. National Context

This policy reflects the statutory requirements of the *National Curriculum in England: Mathematics Programmes of Study for Key Stages 1 and 2* (DfE, 2014) and the *National Curriculum in England: Framework for Key Stages 1 to 4*. It also takes account of the *DfE Mathematics Guidance: Key Stages 1 and 2* (2020), including the ready-to-progress criteria, which support coherent progression in mathematical knowledge and understanding.

In the Early Years Foundation Stage, mathematics is taught in accordance with the current *Statutory Framework for the Early Years Foundation Stage*. The school also draws upon evidence-informed materials and professional development from the National Centre for Excellence in the Teaching of Mathematics (NCETM) and the Maths Hubs Programme.

3. Aims

At Widmer End C C School we recognise that all pupils know a lot of mathematics, whatever their stage of schooling. We aim, in mathematics, to enable pupils to:

- learn the facts and techniques that they will need to study the subject further and for everyday life
- to think logically - to prove
- solve problems using the most appropriate method
- reach the highest standard possible and to think for themselves within the subject
- be creative and imaginative, to appreciate the power and beauty of mathematics
- be confident to talk about their work
- be confident to work mentally and fluently
- have good numeracy skills
- use mathematics as a tool in cross-curricular work



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- use and apply ICT as a part of mathematical study.

4. Organisation

We teach mathematics through units of work, in line with the statutory maths curriculum. To ensure complete coverage of National Curriculum objectives and clear progression, year on year, we follow the Power Maths White Rose programme of learning.

There is a mathematics lesson every day, each lesson is one full hour. The year's overview for each year group shows how we divide this between units and areas of the programmes of study.

5. Teaching

Following the mastery approach, the format and structure of our lessons enables all children to develop their understanding at a pace suited to them. Additional resources, scaffolding and support are available within the classroom setting to support children where required and is adaptive and responsive to children's daily successes and challenges. This ensures all children are given the best opportunities to consolidate and extend their learning each and every day.

All pupils are supported to access an ambitious mathematics curriculum. Pupils who grasp concepts rapidly are challenged through rich and sophisticated problems, mathematical reasoning, making connections and opportunities to explore concepts at greater depth, rather than moving prematurely onto new content. Pupils who require additional support are provided with appropriate scaffolding, representations, manipulatives and additional practice to enable them to develop secure understanding and keep pace with their peers wherever possible.

Each day pupils will receive some whole-class or group teaching. We lay great emphasis on pupils talking about their mathematics to learn by; articulating their thoughts; listening to the views of other people; and from the teacher discussing their thinking.

Each lesson is divided into evidence-based sections. Lessons are interactive with children working independently, in pairs, in groups and as a class.

Lessons begin with a retrieval fluency task to retrieve and therefore sustain prior learning, consolidate number facts to give children confidence that they are making progress..



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Next, children share, explore and learn from a 'discover' problem, presented with some focused questions to guide their thinking.

After that, children discuss their learning through a shared activity. During this whole-class, interactive learning phase, children share their thinking and look for the best ways to solve the problem.

Each lesson then moves into a further collaborative section which begins with a teacher-guided question followed by a problem for children to solve in collaboration with a partner, and finally an independent question. It develops the concrete problem through the pictorial and abstract stages and there is clear progression within each lesson.

Next, children begin to apply and rehearse what they've learned. Carefully varied questions help children to understand the essential features of each concept and build their fluency. Classes will always provide further challenge questions that link to other maths areas, too.

Finally, children will reflect on the lesson bringing the lesson to a conclusion. This is completed by all pupils at the end of each lesson, regardless of whether they have answered all of the questions.

Lessons will be delivered primarily through the schools Power Maths White Rose scheme but, at each teacher's discretion, will be supplemented with other learning methods and resources, such as Nrich, materials from the NCETM and Maths games online, to ensure complete consolidation and fluency of skills.

The mastery approach ensures children develop:

- fluency 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
- Skills to reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language
- An ability to solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.' (National curriculum page 3)

Multiplication Fluency with Times Tables Rock Stars (TTRS)

From Year 2 to Year 6, we use **Times Tables Rock Stars (TTRS)** to teach and enhance times tables practice. This gamified platform builds rapid recall through short, regular practice sessions that boost child confidence and eliminate math anxiety.



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Teachers track live data to monitor accuracy, using the platform as a targeted **intervention tool** to quickly close gaps for pupils who need extra support. This consistent practice ensures our Year 4 pupils are fully prepared for the statutory **Multiplication Tables Check (MTC)**, giving them the speed and accuracy needed to succeed.

6. Early Years Teaching

Mathematics in the Early Years Foundation Stage is taught in accordance with the *Statutory Framework for the Early Years Foundation Stage*. Through a balance of adult-led teaching, purposeful play and continuous provision, children develop secure mathematical foundations and have frequent opportunities to explore and apply mathematical ideas within meaningful contexts.

NCETM Mastering Number provides the core structure for developing children's understanding of number, with a strong focus on subitising, cardinality, counting, composition and comparison. This enables Reception pupils to spend sustained time exploring the important building blocks of number sense and developing secure foundations for future mathematical learning.

To enrich this core curriculum, we strategically use Power Maths as a high-quality supplement. This combined approach enhances our daily teaching in several key ways:

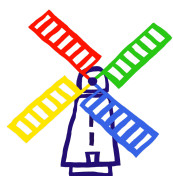
- **Broadening the Curriculum:** Mastering Number focuses heavily on number. We use Power Maths to introduce other vital EYFS areas like shape, space, measure, and patterns.
- **Visual and Practical Resources:** We use the high-quality textbooks, stories, and characters from Power Maths to spark talk and curiosity during whole-class inputs.
- **Continuous Provision:** Power Maths provides practical, play-based activity ideas that we embed directly into our learning zones.
- **Recording Learning:** While Early Years math is mostly practical, Power Maths journals provide meaningful opportunities for pupils to show their thinking when ready.

This hybrid approach ensures our pupils get the deep, structural number fluency of Mastering Number alongside the rich context and vocabulary of Power Maths.

7. Maths Meetings in KS2

Maths Meetings are a vital part of the Mathematics Mastery programme.

They consolidate learning outside of the core maths lesson and provide a fun way for pupils to practise applying



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their knowledge and skills on a regular basis, helping to continually build on their mastery of key concepts. Maths Meetings will provide crucial additional support providing opportunities to cover areas of potential lost learning as they will help to:

- support areas of the curriculum where pupils may have forgotten key maths concepts
- consolidate learning and help highlight areas where pupils may have any misconceptions
- provide extra time in the day for maths and an opportunity to revisit and practise key skills

These meetings will occur every day of the week, will last for no more than 15 minutes and will cover prior learning in short, sharp interactive sections. There is no requirement for learning to be recorded in Maths books from these sessions.

Each session will be progressive, showing the development between year groups and follow the specific areas laid out in the Maths Meeting documents shared with class teachers.

8. Mastering Number at KS1

In Key Stage 1, pupils will participate in a daily 15-minute Mastering Number session, delivered separately from the main mathematics lesson. Mastering Number is a professional development and teaching programme developed by the National Centre for Excellence in the Teaching of Mathematics (NCETM) and delivered through local Maths Hubs. The programme supports pupils to develop a strong understanding of number and to build confidence, fluency and flexibility when working with numbers.

The programme will provide a consistent focus on developing number sense and automatic recall of key number facts, enabling pupils to move beyond reliance on counting and develop more efficient strategies for calculating. Teaching will focus on:

- Subitising – developing pupils' ability to recognise small quantities without counting each object individually.
- Number composition – helping pupils understand how numbers are made up of smaller numbers and recognise relationships between numbers.
- Manipulatives and representations – using practical resources, including the rekenrek, to support pupils in seeing and understanding mathematical structures.
- Mathematical language – developing precise mathematical vocabulary through teacher modelling, stem sentences and opportunities for pupils to explain their thinking and discuss mathematical ideas.
- Fluency and flexibility – supporting pupils to develop automatic recall of important number facts and use these facts flexibly when solving problems.



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Mastering Number will complement the school's main mathematics curriculum and will provide pupils with regular, focused opportunities to strengthen their foundational understanding of number. The short, consistent daily sessions will help ensure that key number concepts and relationships are revisited frequently and embedded over time.

9. Arithmetic

Arithmetic sessions aim to build pupils' fluency and mental recall of number facts, calculations and fractions. These sessions occur once a week and provide regular practice for pupils, aiming to build confidence when answering age-related arithmetic style questions. Arithmetic sessions last for 30 minutes and answers are recorded in the back of Maths books in KS2 and on whiteboards for KS1.

10. Strategies for ensuring Progress and Continuity – Planning

Long Term plans

- Curriculum Overview - what should be taught when and how it links to other year groups

Medium Term plans

- termly or half termly outlines of units of work (block planning) and main teaching objectives and the timescale of teaching them

Short Term Plans

- Teachers use the school's agreed curriculum resources and their professional judgement to plan sequences of lessons that build upon pupils' prior knowledge. Planning identifies the intended learning, appropriate representations and resources, key mathematical vocabulary, opportunities for reasoning and problem solving, and potential misconceptions.
- Teaching is adapted responsively according to pupils' understanding. Teachers use ongoing assessment to identify misconceptions and gaps and adjust subsequent teaching accordingly. Appropriate scaffolding, manipulatives, representations and additional practice are used to enable pupils to access ambitious mathematical learning.

Most resources are kept in classrooms, accessible to pupils. We teach pupils how to use them and recognise that we need to teach them to make appropriate choices of equipment. Manipulatives are readily available for all pupils every lesson and form the concrete part of each lesson.

11. Assessment



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Assessment is an integral part of the teaching and learning of mathematics and is used to identify what pupils know and understand, recognise misconceptions and gaps, and determine appropriate next steps.

Formative assessment

Teachers continually assess pupils' understanding through questioning, mathematical discussion, observation, live feedback, review of pupils' work and appropriate retrieval activities. Assessment information is used responsively to adapt teaching, provide additional practice or support and determine when pupils are ready to progress.

Summative assessment

Pupils' attainment is assessed against the expectations of the National Curriculum and the school's agreed assessment framework. Formal assessment takes place at agreed points during the academic year and is used alongside teachers' professional judgement and evidence from pupils' everyday work.

Assessment information is reviewed through pupil progress meetings and moderation activities to ensure consistency of judgements and to identify pupils or groups requiring additional support or challenge. PiXL assessments are used, where appropriate, to provide additional diagnostic information and identify areas requiring further teaching or consolidation.

Pupils in Year 4 undertake the statutory Multiplication Tables Check and pupils in Year 6 undertake statutory end of Key Stage 2 assessment in accordance with current national requirements. Where optional national assessments are used in other year groups, these support teacher assessment and curriculum evaluation rather than determining the curriculum taught.

12. Strategies for Recording and Reporting

Class Teachers keep clear records of pupils' achievements.

Each class undertakes specific assessment activities during assessment week each term, after which individual targets are set.

Reporting to parents is done through termly parent meetings and annually through a written report.

Reporting in mathematics will focus on each child's:

- attitudes to mathematics



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- competence in basic skills
- ability to apply mathematical knowledge to new situations

13. Learning across the curriculum

Mathematics provides the key to understanding across many subjects. As teachers we will ensure that mathematics contributes to learning across the curriculum. Applying maths learning in the context of other subjects will enhance a deep understanding of where learning in a Maths lesson is applied in many contexts elsewhere. Each Maths lesson will begin with a 'Why are we doing this?' discussion to ensure children understand the purpose to their lesson - this is a key opportunity to link to other areas of the curriculum and real life maths experiences.

Mathematical skills are not limited to using numbers. Teachers will ensure children are frequently made aware of the multiple opportunities for numeracy across the curriculum:

- Organising information and working out how to present information (both important scientific skills);
- Spatial reasoning (which is important for subjects like PE and activities like dance)
- Aiming for accuracy (for example, when learning dates in history and using punctuation correctly in English)

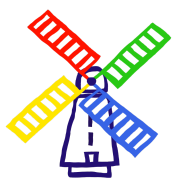
Connections made will be relevant, as this will make the inclusion of numeracy more enjoyable and effective. Children will also be encouraged to consider the use of maths in their day to day lives ie; using money to pay for goods, telling the time, playing games (Monopoly or Chess), cooking and art activities.

14. Equal opportunities

The school is committed to ensuring that all pupils have equitable access to a high-quality and ambitious mathematics curriculum, regardless of sex, race, disability, special educational need, disadvantage or background. Teachers identify and address potential barriers to participation and achievement while maintaining high expectations for all pupils.

We recognise and celebrate the contribution that different cultures and individuals have made to the development of mathematics and seek to ensure that pupils encounter positive and inclusive representations within their mathematical learning.

Assessment information is used to identify differences in attainment and progress between individuals and groups so that appropriate action can be taken to address gaps and ensure that all pupils have the opportunity to



succeed.

15. Marking and Self Assessment

Marking will be achieved through a variety of strategies including self-marking, peer marking, discussion in groups, and live feedback. The class teacher will monitor by work sampling any work not directly marked by them.

Teachers will highlight learning objectives using a traffic light scheme to show an objective has been secured or that more support needs to be given.

Green = secure

Yellow = developing

Red = requires more support

Children will also self assess their work to enable an immediate dialogue to commence, between teacher and student.

Children's self assessment

- This is an essential way for children to reflect on their learning and elicit more support where needed if not already provided with immediacy, within the lesson.

EYFS - yr3

- traffic light faces (either in their books or putting books in relevant boxes)
 - Green face = secure / I am confident
 - Yellow face = developing / I think I understand but want more practice
 - Red face = requires more support / I don't understand

KS2

- To complete the 'reflect' section of the 'Power Maths' Textbooks. This enables children to reflect on their learning from the session and allows the teacher to see if they have understood how to meet the objectives.

16. Special Educational Needs and Disabilities

All pupils, including those with SEND, are entitled to access an ambitious mathematics curriculum. Teachers use adaptive teaching to identify and address barriers to learning while maintaining high expectations for pupils' mathematical development.



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Appropriate strategies may include explicit instruction, carefully chosen scaffolding, manipulatives and representations, pre-teaching of mathematical vocabulary, additional modelling, opportunities for overlearning and additional practice. Where appropriate, targeted intervention may be provided to address identified gaps in knowledge and understanding. Intervention should supplement, rather than unnecessarily replace, pupils' access to high-quality classroom mathematics teaching.

The class teacher, SENDCo, Maths Lead and support staff work collaboratively where appropriate to ensure that provision meets pupils' individual needs and that progress is monitored effectively.

17. Resources

Each class has an appropriate range of mathematics equipment and resources. Some items are stored centrally in the Mathematics Cupboard and may be borrowed for particular areas of work and study.

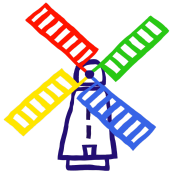
18. Management of mathematics

The role of the Maths Lead is to:

- provide strategic leadership for mathematics across the school and promote high expectations for all pupils;
- ensure that the mathematics curriculum is appropriately sequenced, progressive and fully implements statutory National Curriculum requirements;
- monitor the implementation and impact of the mathematics curriculum through activities such as lesson visits, pupil voice, work scrutiny and analysis of assessment information;
- monitor standards, attainment and progress and identify priorities for further improvement;
- support teachers in developing their mathematical subject knowledge and pedagogical expertise;
- identify and facilitate appropriate professional development for staff;
- promote consistent, evidence-informed approaches to the teaching of mathematics;
- work collaboratively with the SENDCo and other leaders to ensure that pupils with SEND and those experiencing disadvantage are appropriately supported and challenged;
- ensure that appropriate mathematical resources are available and used effectively;
- keep abreast of national developments and relevant guidance in mathematics education; and
- report regularly to the Headteacher and governing body on standards, curriculum implementation and priorities for improvement.

The role of the Headteacher is to:

- ensure the effective implementation of the mathematics curriculum;



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- ensure that mathematics teaching is of consistently high quality;
- ensure appropriate resources, staffing and professional development support the effective teaching of mathematics;
- work with the Maths Lead to monitor standards and identify priorities for improvement; and
- ensure that governors are appropriately informed about standards, provision and developments in mathematics.

The role of the Maths Governor is to provide appropriate strategic oversight of mathematics, meet periodically with the Maths Lead, participate in agreed monitoring activities and report relevant findings to the governing body. The Maths Governor provides support and challenge while recognising that the monitoring and evaluation of teaching quality remains an operational responsibility of school leaders.