



Stanley Crook Primary School

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OUR MISSION: TO TRY OUR BEST, TO TELL THE TRUTH, TO LOOK AFTER EACH OTHER AND THE COMMUNITY

"Pupils' personal development, behaviour and welfare is OUTSTANDING" (Ofsted, 2019)

Mathematics Policy

Completed by: Mrs R Wilkinson

Date Implemented: September 2026

Review date: September 2027

Stanley Crook Primary School is committed to improving outcomes for all pupils



SCHOOL
MEMBER



Mathematics Policy

1. Aims

At Stanley Crook Primary School, we believe that mathematics is an essential life skill that enables pupils to make sense of the world around them. Through high-quality teaching and learning, we aim to develop confident, resilient and successful mathematicians who can reason, solve problems and apply their knowledge in a range of contexts.

This policy aims to ensure:

- Consistency and continuity in the teaching and learning of mathematics throughout the school.
 - A broad, balanced and ambitious mathematics curriculum for all pupils.
 - High expectations and achievement for every pupil regardless of need, background or starting point.
 - Secure progression in mathematical knowledge, skills and vocabulary from EYFS to Year 6.
 - Effective assessment systems that support progress and identify pupils requiring additional support or challenge.
 - Full compliance with National Curriculum requirements and current DfE guidance.
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2. Legislation and Guidance

This policy has due regard to:

- The National Curriculum in England: Mathematics Programmes of Study.
 - The Early Years Foundation Stage Statutory Framework.
 - The SEND Code of Practice (2015).
 - The Equality Act 2010.
 - Ofsted's Education Inspection Framework.
 - NCETM Teaching for Mastery Guidance.
 - The school's Curriculum Policy.
 - The school's SEND Policy and SEND Information Report.
 - The school's Assessment Policy.
 - The school's Feedback Policy.
 - The school's Safeguarding and Child Protection Policy.
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3. School Vision and Curriculum Values

The teaching of mathematics contributes directly to the school's vision:

"Stanley Crook Primary School is committed to improving outcomes for all pupils through delivering a curriculum which is dynamic, fun and meaningful in a safe, secure and stimulating learning environment with high standards and expectations. We are passionate about developing lifelong skills which will enable all pupils to be resilient, respectful, independent and successful citizens of the future."

Mathematics supports the school's curriculum priorities:

Aspirations

Pupils are shown how mathematics supports future education, careers and everyday life through meaningful and relevant contexts.

Initiative

Pupils are encouraged to become independent learners who persevere, investigate and solve problems creatively.

Environment

Pupils apply mathematics through environmental learning, outdoor learning opportunities and real-life data analysis.

Community

Mathematics supports our commitment to community through collaborative learning, enterprise activities, fundraising projects and practical problem-solving opportunities that benefit our school and wider community.

4. Safeguarding

Stanley Crook Primary School recognises that safeguarding and promoting the welfare of children is everyone's responsibility.

Mathematics lessons support safeguarding by promoting:

- Positive relationships.
- Resilience and confidence.
- Effective communication.
- Collaborative learning.
- Responsible use of technology.
- Respect for others.

All staff follow the school's Safeguarding and Child Protection Policy.

5. Curriculum Intent

At Stanley Crook Primary School, our mathematics curriculum is designed to ensure that all pupils develop a deep, secure and adaptable understanding of mathematical concepts.

We aim to:

- Foster positive attitudes towards mathematics.
- Develop fluent recall of key facts and efficient calculation strategies.
- Enable pupils to reason mathematically and justify their thinking.
- Develop effective problem-solving skills.
- Ensure progression through a coherent and carefully sequenced curriculum.

- Promote equity through adaptive teaching and high expectations.
 - Equip pupils with the mathematical knowledge and skills needed for secondary education and beyond.
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6. Teaching for Mastery

Our approach is based upon the NCETM Teaching for Mastery principles and the Five Big Ideas:

- Mathematical Thinking
- Representation and Structure
- Coherence
- Variation
- Fluency

Lessons are designed so that pupils develop deep conceptual understanding before moving on. Teachers use carefully sequenced small steps, questioning, discussion and rich tasks to secure learning for all pupils.

7. Teaching and Learning

Mathematics is taught daily throughout the school.

Our teaching is characterised by:

- High expectations for all pupils.
- Clear modelling and explanations.
- Mathematical talk and reasoning.
- Use of precise mathematical vocabulary.
- Careful questioning to deepen understanding.
- Same-day intervention where required.
- Opportunities for pupils to explain and justify their thinking.
- Regular opportunities to apply mathematics in meaningful contexts.

Teachers use a range of high-quality resources including White Rose Maths materials, NCETM resources and NRICH activities to support learning.

8. Classroom Culture

We promote a culture where:

- Everyone can achieve success in mathematics.
- Mistakes are valued as opportunities for learning.
- Questions are encouraged.
- Mathematical thinking is celebrated.
- Depth of understanding is prioritised over speed.
- Perseverance is recognised and rewarded.

Pupils are encouraged to develop confidence, curiosity and resilience as mathematicians.

9. Assessment

Assessment is an integral part of teaching and learning.

Formative Assessment

Teachers use:

- Questioning.
- Observation.
- Pupil discussions.
- Work scrutiny.
- Mini-assessments.
- White Rose assessment materials.
- Fluency checks.

Assessment information is used to adapt teaching and provide immediate support or challenge.

Summative Assessment

Teachers assess pupils against National Curriculum objectives.

Assessment systems include:

- Arbor tracking.
- Termly assessment activities.
- Teacher assessment.
- Analysis of attainment and progress.
- Statutory assessment arrangements in line with current DfE requirements.
- National Curriculum assessments at the end of Key Stage 2.

Assessment information is analysed for all pupil groups, including disadvantaged pupils, pupils with SEND and other vulnerable groups, to ensure that appropriate support and challenge are provided.

10. Early Years Foundation Stage

Mathematics in EYFS follows the requirements of the Early Years Foundation Stage Framework.

Learning is planned around the areas of:

- Number
- Numerical Patterns

Children develop mathematical understanding through:

- Play-based learning.

- Exploration and investigation.
- Direct teaching.
- Practical experiences.
- Mathematical talk.
- Carefully chosen resources and manipulatives.

The school uses high-quality resources including White Rose EYFS materials and Numberblocks guidance to promote secure number sense and mathematical understanding.

11. Inclusion and SEND

We are committed to ensuring that all pupils can access and achieve success within mathematics.

All pupils are taught ambitious age-related content through adaptive teaching approaches.

Support may include:

- Precision teaching.
- Pre-teaching.
- Guided support.
- Scaffolding.
- Same-day intervention.
- Carefully sequenced learning steps.
- Appropriate use of manipulatives and visual representations.

Teachers make reasonable adjustments where necessary to ensure pupils with SEND and disabilities can access learning and demonstrate their understanding.

Provision is planned in accordance with the Equality Act 2010 and the SEND Code of Practice.

Pupils who grasp concepts rapidly are challenged through reasoning, investigation and deeper-thinking activities rather than acceleration through content.

12. Fluency and Progression

We recognise the importance of fluency as a foundation for successful mathematical learning.

Pupils regularly engage in:

- Number fact practice.
- Times table practice.
- Fluency Bee sessions.
- Times Table Rock Stars.
- Retrieval practice activities.
- Diagnostic assessments.

Opportunities are provided for pupils to apply mathematics through active learning, outdoor learning, enterprise activities and cross-curricular contexts.

13. Resources and Technology

Every classroom has access to a range of manipulatives and resources including:

- Numicon.
- Place value counters.
- Dienes blocks.
- Tens frames.
- Cuisenaire rods.
- Fraction resources.
- Measuring equipment.

Educational technology is used to support teaching, retrieval practice, assessment and pupil engagement. Digital resources are selected to improve access, reinforce learning and provide timely feedback.

14. Home Learning and Parental Engagement

We recognise the importance of strong partnerships between home and school.

Parents and carers are supported through:

- Information sessions and workshops.
- Curriculum information.
- Fluency guidance.
- Home learning activities.
- Online learning platforms.

Home learning may include:

- Times table practice.
- Number fluency activities.
- Real-life mathematics challenges.
- Reasoning activities.
- Personalised support materials where appropriate.

We encourage families to apply mathematics in meaningful everyday contexts including shopping, budgeting, cooking, measuring and data collection.

15. Role of the Subject Leader

The Mathematics Subject Leader is responsible for:

- Leading and developing mathematics across the school.
- Supporting staff development and professional learning.
- Monitoring standards and outcomes.
- Reviewing curriculum provision.

- Keeping up to date with current guidance and research.
- Ensuring curriculum progression and consistency.
- Monitoring achievement of all pupil groups.
- Reporting findings to senior leaders and governors.

Monitoring activities may include:

- Lesson observations.
 - Learning walks.
 - Work scrutiny.
 - Pupil voice activities.
 - Planning reviews.
 - Data analysis.
 - Resource audits.
 - Evaluation of curriculum implementation and impact.
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16. Cross-Curricular Links

Mathematics contributes significantly to learning across the curriculum.

Opportunities are planned within:

- Science.
- Geography.
- Design and Technology.
- Art.
- History.
- Computing.
- Physical Education.
- PSHE and Financial Education.

Pupils are encouraged to recognise how mathematical knowledge and skills are applied across subjects and in everyday life.

17. Monitoring, Review and Evaluation

The Mathematics Policy will be reviewed annually or sooner if required due to changes in legislation, national guidance or school priorities.

The effectiveness of the policy will be evaluated through:

- Lesson observations.
- Learning walks.
- Work scrutiny.
- Pupil voice.
- Assessment outcomes.
- Monitoring of disadvantaged pupils and pupils with SEND.
- Staff feedback.
- Governor monitoring.

This process ensures that mathematics provision remains ambitious, inclusive, effective and fully aligned with national expectations and the school's wider curriculum vision.