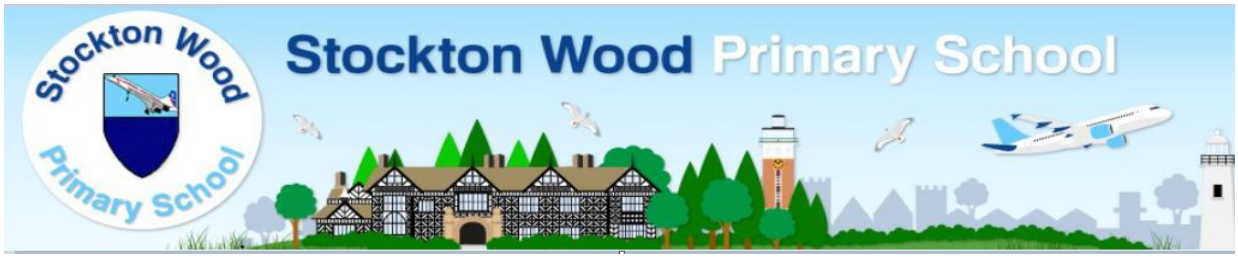

Stockton Wood Primary School

Maths Policy

Master the Curriculum

White Rose Maths

Fluent in Five

2025-26

Approved by:		**Date:**	**10.9.2025**
Last reviewed on:			
Next review due by:			

Intent

This Maths Policy outlines the vision, aims, and operational procedures for the teaching and learning of Mathematics at Stockton Wood Community Primary School. This policy is developed in accordance with the requirements set out in the 2014 National Curriculum for England.

Vision Statement

At Stockton Wood, we believe that Mathematics is a fundamental skill that is essential for everyday life and the foundation for future academic success. We strive to create a positive learning environment where all children feel confident and empowered to engage with mathematical concepts while developing critical thinking skills.

Aims

The aims of our Mathematics curriculum are to ensure that all pupils:

1. Develop a deep understanding of mathematical concepts and skills by engaging in rich, varied tasks.
2. Acquire the confidence to explore and solve mathematical problems independently and collaboratively.
3. Communicate mathematical ideas effectively and reason logically, using appropriate mathematical language and notation.
4. Foster a love for Maths that motivates lifelong learning and appreciation of the subject.

Curriculum Overview

Our Maths curriculum covers the following key areas in alignment with the 2014 National Curriculum:

- Number and Place Value
- Addition and Subtraction
- Multiplication and Division
- Fractions (including decimals and percentages)
- Measurement
- Geometry (shape and space)
- Statistics

In the Nursery, we implement the Master the Curriculum programme, which focuses on embedding early mathematical concepts through play and exploration. This structured approach ensures a smooth transition to the more formal Maths curriculum in Reception and beyond.

From Reception to Year 6, we implement the White Rose scheme of learning, which provides a cohesive and progressive approach to Maths education. This scheme facilitates consistent planning, assessment, and teaching methodologies that align with the National Curriculum expectations. Each unit is designed with a focus on varying the depth of learning and enabling pupils to demonstrate mastery in their understanding.

In addition to the main curriculum, we utilise "Fluent in Five" from Year 1 to Year 6. This separate fluency session promotes daily practice of essential number facts and skills, helping pupils to develop speed and accuracy in mathematical reasoning. Fluent in Five provides a daily set of arithmetic questions, designed to help children develop and maintain fluency in both written and mental calculations.

Implementation

To achieve our aims, we employ the Concrete, Pictorial, Abstract (CPA) approach as a cornerstone of our teaching strategies:

- **Concrete**: Pupils initially engage with physical objects (e.g., counters, blocks, and other manipulatives) to explore mathematical concepts. This hands-on experience solidifies their understanding before moving to more abstract representations.
- **Pictorial**: Once pupils have grasped the concept through concrete manipulation, they progress to pictorial representations. This includes drawing diagrams, using number lines, and creating visual models, facilitating a bridge to abstract thinking.
- **Abstract**: Finally, pupils are introduced to mathematical symbols and equations. By this stage, they can understand and manipulate the abstract concepts, building confidence in their problem-solving abilities.

We also employ:

- **Adaptative teaching**: Work is tailored to meet the needs of all learners, including those with special educational needs and high achievers, through carefully designed tasks that offer varying levels of challenge and support.
- **Collaborative Learning**: Pupils are encouraged to work with peers in pairs and small groups to enhance their learning through discussion, peer teaching, and shared problem-solving strategies.

- **Problem-Solving and Reasoning**: Regularly incorporating problem-solving and reasoning activities to encourage divergent thinking and develop the ability to apply maths in real-life scenarios.

Parental Involvement

We recognise the importance of engaging families in their child's mathematical education. We encourage:

- Workshops and information sessions to inform parents about the Maths curriculum, teaching methods, and how to support their children's learning at home.
- Frequent communication regarding pupil progress and tailored strategies for at-home practice, such as suggested games and activities to reinforce learning.

Professional Development

To maintain high standards of Maths, staff will:

- Engage in ongoing professional development and training relevant to mathematical teaching methodologies, ensuring current best practice is implemented.
- Participate in peer observations and collaborative planning sessions to share effective strategies and resources to enhance teaching quality.
- Attend internal Maths CPD staff meetings to keep up to date with pedagogical strategies, and changes in curriculum requirements.

Impact

Assessment in Mathematics is continuous and takes various forms:

- **Formative Assessment**: Ongoing assessment to gauge pupil understanding during lessons through questioning, observation, and verbal feedback, allowing for immediate intervention when necessary.
- **Summative Assessment**: Assessment at the end of a unit- White Rose End of Block quizzes are completed across school to access the children's understandings and misconceptions. Standardised tests (NFER and SATs tests) are used termly to track progress and attainment that aligned with National Curriculum expectations.
- **Feedback**: Regular, actionable feedback is provided to pupils to inform and improve their learning. Strategies such as individual target setting and reflection time help pupils understand their next steps and encourage self-assessment.

- **Data Analysis**: Conducting analysis of assessment data to monitor progress and inform future planning, interventions and in class support, ensuring all pupils make adequate progress.

Monitoring and Evaluation

The Maths subject leader is responsible for:

- Monitoring the effectiveness of teaching and learning in Mathematics through structured observations, learning walks, and reviewing planning documents.
- Conducting regular scrutiny of pupils' work to assess understanding, consistency of approach, and adherence to curriculum expectations.
- Reviewing data from assessments to identify areas for improvement and develop targeted interventions for specific student groups.
- Reporting findings to the senior leadership team and implementing necessary action plans for continuous improvement in Maths provision.

Inclusivity and Accessibility

We are committed to ensuring that our Maths curriculum is accessible to all pupils, regardless of their background, ability, or educational needs. We will:

- Use inclusive teaching practices and resources that reflect the diversity of our school community and promote equality.
- Provide additional support and interventions for individuals or groups who require it, such as tailored intervention programs, one-on-one tuition, and use of additional learning resources.
- Encourage a growth mindset in pupils, promoting resilience and perseverance in tackling mathematical challenges.

By following this comprehensive Maths policy, Stockton Wood Community Primary School aims to meet and exceed the expectations of the 2014 National Curriculum for England and Ofsted, thus providing an outstanding Maths education for all our pupils.