

Castle Primary School

Maths Policy

Review Date: Feb 2026

This policy will be reviewed on a regular basis to ensure relevance, effectiveness and practicality. If at any time circumstances or situations should change in this subject area, the policy will be reviewed earlier than stated above.

Overview

At Castle Primary School, we share the belief that Mathematics is a creative and highly inter-connected discipline that has been developed over centuries, providing the solution to some of history's most intriguing problems. It is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment. A high-quality Mathematics education therefore provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of Mathematics, and a sense of enjoyment and curiosity about the subject.

As a cornerstone of our primary curriculum, we aim to support all children to become confident and creative mathematicians. Our teaching approaches are designed to support children to notice the key links and the interconnectivity of this vast subject area. We follow the EYFS Framework in Nursery and Reception and teach the National Curriculum in Years 1 to 6. To deliver the National Curriculum, and support us in our teaching for mastery journey, we use the White Rose Maths Scheme of Learning. The reason we have adopted this scheme is because of the way in which the National Curriculum objectives have been broken down into small and manageable steps.

To learn mathematics effectively, some things have to be learned before others, e.g. place value needs to be understood before working with addition and subtraction; addition needs to be learnt before looking at multiplication (as a model of repeated addition). You will see this emphasis on number skills first, carefully ordered, throughout the schemes. For some other topics, the order isn't as crucial, e.g. Shapes and Statistics need to come after number, but don't depend on each other. These have been mixed so pupils have as wide a variety of mathematical experiences as possible in each term and year.

This policy outlines the aims, organisation and management for the teaching and learning of Mathematics at Castle Primary School. Effective Teaching of Mathematics equips pupils with a uniquely powerful set of tools to understand and change the world and is important in everyday life.

Castle Primary School strives to deliver a stimulating and enjoyable Maths curriculum whilst ensuring that through appropriate support and challenge, learning is tailored to each and every child. This approach reflects the aims of the National Curriculum (2014).

Curriculum Intent

The aim of our Mathematics curriculum is to build long-lasting learning through the progressive acquisition of knowledge and skills. We want our pupils to become confident, competent and independent mathematicians, who are able to build a deep conceptual understanding of maths and its interrelated connectiveness, so they can apply their learning in different situations. We aim to develop children's ability to articulate, discuss and explain their thinking using appropriate mathematical vocabulary.

Ambition for All

Our Maths curriculum is achievable for all. Pupils are taught through whole-class interactive teaching, where the focus is on all pupils working together on the same lesson content at the same time. This ensures that all children can master concepts before moving to the next part of the curriculum sequence, allowing no pupil to be left behind. If a pupil fails to grasp a concept or procedure, this is identified quickly and early intervention ensures the pupil is ready to move forward with the whole class in the next lesson. Although the teaching of the concepts is the same for all, the outcomes in terms of application may be different.

In our Mathematics teaching, we aim to instil the mindset that everyone can do maths and that maths is for everyone. Mistake-friendly classrooms help children recognise the power mistakes have on our learning. Mistakes also support our pupils in developing resilience and inquisitiveness within the maths curriculum.

Curriculum Implementation

We teach our maths curriculum through the use of White Rose Maths schemes of learning. White Rose Maths is a whole-class mastery programme that supports all pupils to become fluent in the fundamentals of mathematics, to be able to reason and to solve problems. The scheme embraces these National Curriculum aims, and provides guidance to help pupils to become:

Visualisers – the CPA approach is used to help pupils understand mathematics and to make connections between different representations.

Describers – there is a great emphasis on mathematical language and questioning so pupils can discuss the mathematics they are doing, and so support them to take ideas further.

Experimenters – as well as being fluent mathematicians, we want pupils to love and learn more about mathematics.

Lesson sequence:

At Castle Primary, we refer to Roshenshine's Ten Principles of Instruction and refer to the EEF's 5-a-day principles to support us in designing individual lessons. In a typical maths lesson, you will see:

Flashback 4: Each lesson begins with four quick questions, which support fluency in the key number facts, and allows children to recap prior learning. This constant and daily practice reinforces one of Rosenshine's strands of reviewing material: crucial for storing knowledge in long-term memory.

Explicit instruction: Every lesson will take children through worked examples and guided practice, before the children apply what they have learnt independently. If a child is struggling, teachers use the assessment for learning, to support these pupils during the lesson.

Modelling cognitive and metacognitive strategies: Teachers model their own thinking to support pupils in developing their own metacognitive and cognitive strategies.

Independent Practice: Children work independently, answering questions in their maths books. Sometimes, children may need more varied fluency practice before tackling the more in-depth questions or a challenge to go deeper: these are created by the teacher, using NCETM and WRM resources.

Assessment of Mathematics

Our assessment of pupils' progress informs future planning, teaching activities, pupil groupings and reporting.

Our Assessment for Learning procedures include:

- Informal notes on teaching plans to take advantage of incidental and informal assessment
- End of unit assessments
- Peer and self-assessment activities
- Marking of children's books
- Whole-school CPS marking procedure (see Marking Policy).

Formal / summative assessment tasks are used at the end of each term to monitor progress. NTS Mathematics assessments are used from Year 1 to Year 6.

National Statutory Assessment:

Y6 and Y2 undertake the Mathematics assessments during May each year.

Termly data analysis of pupil progress highlights children who are either performing below or above the expected standard. This information is shared at whole-staff meetings.

Pupil progress is entered on the school tracking system on a half-termly basis for Mathematics. Colours and numbers correspond to the child's standardised score or teacher assessment outcome.

Standardised Score	Castle Tracking / Colour	Curriculum Outcome
<80	1	SEND
80 - 99	2	Working Towards
100 - 109	3	Expected
110 +	4	Greater Depth

Curriculum Impact

When our pupils leave each Key Stage, learners will have the Mathematical knowledge, skills and vocabulary necessary to progress to the next stage of their learning.

As a result of high-quality teaching, learners make sustained progress in Mathematics and develops the competence to reason and problem solve confidently and efficiently.

Their memorable experiences here at Castle will enable them to become lifelong learners that enjoy their education and who can work through challenges.

Monitoring Impact

The Head Teacher, Mathematics Subject Leader and Governing Body manage a programme of monitoring and evaluation of the teaching and learning at Castle School. They use a range of strategies to assess the quality of achievements:

- Monitoring of planning and / or children's books
- Lesson observations
- Learning Walks
- Pupil Voice
- Analysis of SAT results
- Target setting

Class teachers have a key role in the monitoring and evaluation of their work and that of the children in their class. The Head Teacher works with the Governing Body to inform them about the work carried out within the school.