We Care, We Aspire, We Belong

Milverton Community Primary and Pre-School

Mathematics Policy

Date: October 2026

Review Date: October 2027

Introduction

At Milverton Community Primary & Pre-School, we aim to develop confident, resilient and successful mathematicians who become fluent in the fundamentals of mathematics, reason mathematically and solve problems by applying their knowledge to a variety of contexts. Through a carefully sequenced mastery curriculum, all pupils develop a secure understanding of number and mathematical concepts, enabling them to make connections in their learning and prepare them for the next stage of education and for life beyond school.

Curriculum Design & Mastery Approach

At Milverton, mathematics is taught through a mastery approach. Teachers use long-term and medium-term planning informed by White Rose Maths to ensure full coverage of the National Curriculum and coherent progression across year groups. White Rose Maths structures learning in small steps, enabling pupils to develop a deep and secure understanding of mathematical concepts before moving on to new learning.

Our curriculum is underpinned by the belief that all children can achieve in mathematics. Learning is carefully sequenced to develop fluency, reasoning and problem-solving skills, allowing pupils sufficient time to explore concepts, make connections, practise skills and apply their understanding in a range of contexts.

Teaching is shaped by the principles of mastery, with carefully planned questioning, discussion and variation used to draw attention to key mathematical structures and relationships. Through thoughtfully designed examples and tasks, pupils identify patterns, make connections and deepen their understanding of mathematical concepts. Teachers use representations and manipulatives purposefully to expose mathematical structure, make connections explicit and strengthen conceptual understanding.

The Concrete, Pictorial and Abstract (CPA) approach is used throughout the school to develop conceptual understanding alongside procedural fluency. Pupils are encouraged to reason mathematically by explaining, justifying, proving and generalising, while opportunities for discussion enable them to articulate their thinking using precise mathematical vocabulary.

Teaching focuses on:

- developing fluency through regular retrieval and practice;
- applying knowledge through rich reasoning and problem-solving opportunities;
- fostering confident mathematical communication through the explicit teaching and use of mathematical vocabulary;

- supporting conceptual understanding through carefully chosen representations, manipulatives and the CPA approach.

Children who grasp concepts rapidly are challenged through deeper reasoning, problem-solving and the application of learning in unfamiliar contexts, rather than through acceleration to new content. Pupils requiring additional support receive timely intervention to address misconceptions and secure understanding, enabling them to successfully access the full curriculum.

Planning & Teaching

In Reception, mathematics teaching is supported by the NCETM Mastering Number programme. From Year 1 to Year 6, teachers plan using the White Rose Maths scheme of work to ensure full coverage of the National Curriculum and consistency in progression across the school.

Whole-class teaching forms the foundation of mathematics lessons and is supplemented by partner discussion, guided practice, targeted intervention and independent application activities to ensure all pupils make progress.

Lessons are carefully structured around small steps of learning and provide opportunities for children to practise, reason and solve problems. Teachers use ongoing assessment to ensure that pupils develop secure understanding before progressing to new concepts.

To support fluency and long-term retention, pupils participate in daily retrieval practice which revisits prior learning and strengthens connections between mathematical concepts. Retrieval activities may include learning from previous lessons, units or year groups.

Early Years Foundation Stage

Children in EYFS explore mathematical concepts through active exploration and their everyday play-based learning. The NCETM Mastering Number programme is used to develop children's understanding of number, numerical patterns and relationships, ensuring a secure foundation for future mathematical learning. Children develop early mathematical understanding through subitising, counting, comparison, composition of number, pattern exploration and the investigation of relationships between numbers.

Mathematics in the early years provides children with a solid foundation that will enable them to develop skills as they progress through their schooling and ensures children are ready for the National Curriculum.

Assessment

Assessment is used diagnostically to inform planning, identify misconceptions and determine next steps. Teachers use questioning, discussion, observation of practical activities and scrutiny of written work to assess pupils' understanding. Assessment

information is used to adapt teaching and ensure pupils secure understanding before moving on to new learning.

Formative assessment, alongside pupil self-assessment, informs decisions about progression and intervention and contributes to tracking information on FFT. Termly summative assessments, including White Rose assessments, are used alongside ongoing formative assessment to monitor progress, identify trends and inform future curriculum planning.

Feedback is provided in the moment, where possible, and in accordance with the school's EYFS/KS1 and KS2 Marking Policies.

Inclusion

All pupils are entitled to access a rich, ambitious and inclusive mathematics curriculum.

Where additional support is required, interventions may take place during lessons or through additional targeted support, such as pre-teaching. This may be used to secure understanding of key concepts, address misconceptions and enable pupils to successfully access the curriculum.

Pupils who demonstrate secure understanding are challenged through deeper reasoning, problem-solving and opportunities to make connections across mathematical concepts rather than through acceleration to new content.

Resources and Displays

Classrooms are equipped with high-quality manipulatives and representations to support conceptual understanding and mathematical reasoning. Maths working walls are used within the school to support children's understanding and development of concepts currently being worked on in class. MyMaths is used to support homework and home learning.

CPD

The Mathematics Subject Leader works closely with the Boolean Maths Hub to support curriculum development, moderation and the sharing of effective practice. Professional development opportunities are provided for teachers, HLTAs and teaching assistants through a combination of in-house training, Maths Hub programmes and external courses. CPD is aligned to school priorities, pupil outcomes and identified staff development needs.

Please also refer to the School Calculation Policy