

Unlocking the Potential for Everyone to Flourish in the love of Christ.

'But I am like an olive tree flourishing in the house of God.' Psalm 52:8



Mathematics Policy

September 2025

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Rationale / Purpose

Mathematics is a vital part of the curriculum at St Peter's, equipping children with essential skills for life. This policy outlines our approach to teaching and learning in mathematics, ensuring consistency and high standards across the school.

Aims and Objectives

- To foster a love of mathematics and develop confident, enthusiastic learners.
- To ensure all children make good progress and achieve their full potential.
- To develop mathematical fluency, reasoning, and problem-solving skills.
- To provide a curriculum that is broad, balanced and meets the needs of all learners.

Roles and Responsibilities

- **Maths Subject Leader:** Oversees the implementation of the policy, supports staff, monitors teaching and learning, and leads staff development, engages with the local Maths Hub.
- **Class Teachers:** Plan and deliver high-quality maths lessons, assess pupil progress, and adapt teaching to meet individual needs.
- **Teaching Assistants:** Support the delivery of maths lessons and interventions.
- **Senior Leadership Team:** Monitor the effectiveness of maths provision and ensure resources are available.
- **Governors:** Oversee the strategic direction and effectiveness of maths teaching.

Curriculum Coverage & Progression

The maths curriculum is mapped out to ensure full coverage of the National Curriculum and progression of skills from EYFS to Year 6.

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Sort, match and compare Talk about measure and patterns	It's me 1,2,3 Circles and triangles 1,2,3,4,5 Shapes with 4 sides	Alive in 5 Mass and capacity Growing 6,7,8	Length, height and time Building 9 and 10 Explore 3D shapes	To 20 and beyond How many how? Manipulate, compose and decompose	Sharing and grouping Visualise, build and map Make connections
Year 1	Number Place Value (Within 10) Number Addition and Subtraction (Within 10)	Number Addition and Subtraction (Within 10) Geometry Shape	Number Place Value (Within 20) Number Addition and Subtraction (Within 20)	Number Place Value to 50 Measurement Length and Height Measurement Mass and Volume	Number Multiplication and Division Number Fractions	Geometry Position and Direction Number Place Value to 100 Measurement Money Measurement Time
Year 2	Number Place Value Number Addition and Subtraction	Number Addition and Subtraction Geometry Shape	Measurement Money Number Multiplication and Division	Number Multiplication and Division Measurement Length and Height Measurement Mass, Capacity and Temperature	Number Fractions Measurement Time	Measurement Time Statistics Geometry Position and Direction

Year 3	Number Place Value Number Addition and Subtraction	Measurement Length and Perimeter Number Multiplication and Division A	Number Multiplication and Division A continued Number Multiplication and Division B Number Fractions A	Number Fractions A continued Number Fractions B Geometry Shape	Measurement Money Statistics Measurement Mass and Capacity	Measurement Time
Year 4	Number Place Value Number Addition and Subtraction Measurement Area	Number Multiplication and Division A Number Multiplication and Division B	Measurement Length and perimeter Number Fractions	Number Decimals A Number Decimals B	Measurement Money Geometry Shape	Geometry Position and Direction Measurement Time Statistics
Year 5	Number Place Value Number Addition and Subtraction Number Multiplication and Division	Number Fractions A Number Multiplication and division B Statistics	Number Decimals and percentages Number Fractions B	Geometry Shape Measurement Perimeter and Area	Number Decimals Number Negative Numbers	Number Converting Units Measurement Volume
Year 6	Number Place Value Number Addition, Subtraction Multiplication and division	Number Fractions A and B Geometry Position and Direction Measurement Converting Units	Number Decimals Number Fractions, Decimals and Percentages Number Algebra	Measurement Area, Perimeter and Volume Number Ratio Statistics	Geometry Shape	Consolidation and Problem Solving

Intent

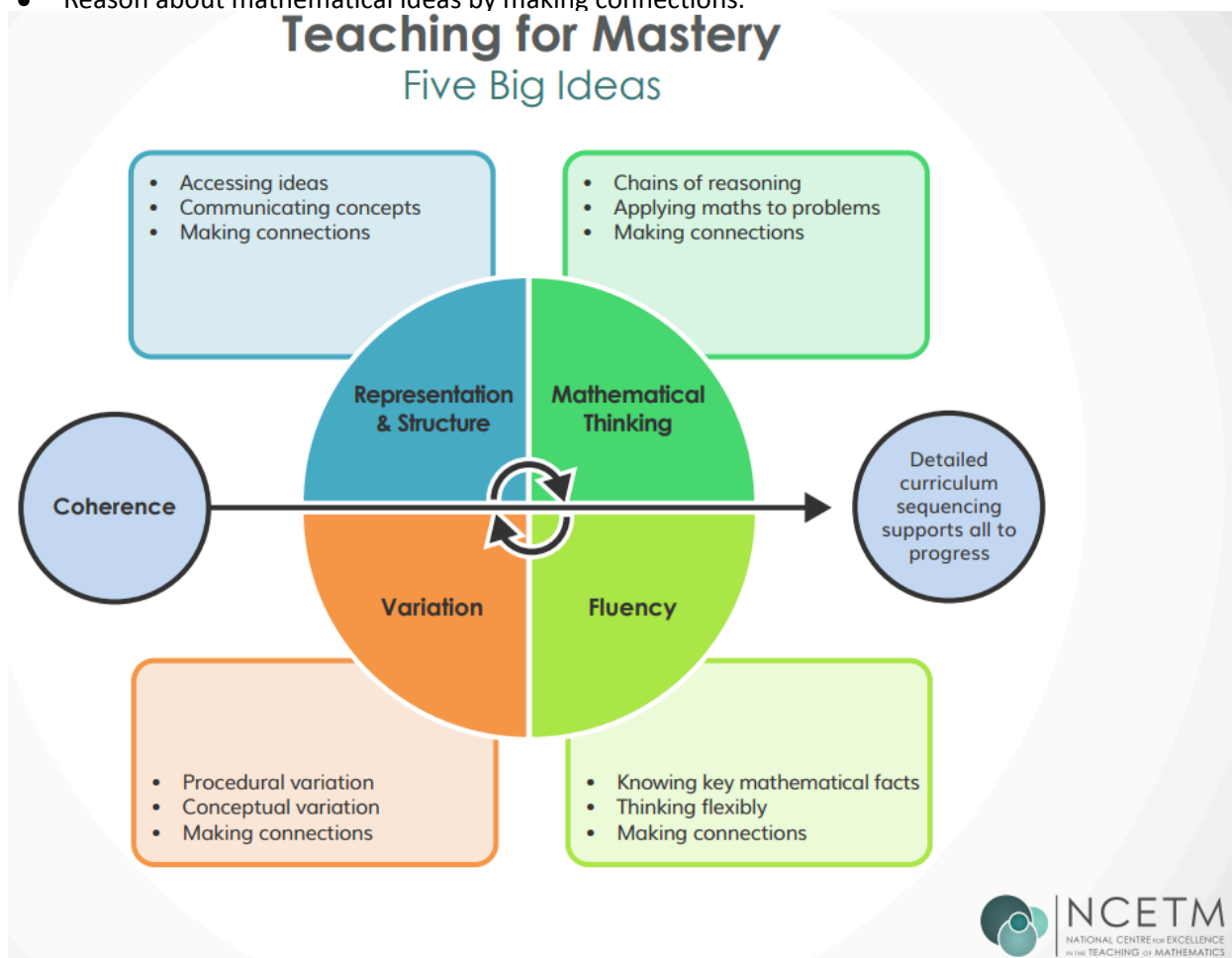
At St Peter's, our vision for mathematics is that all children develop into confident mathematical thinkers. We aim to nurture children's confidence, independence, resilience, and perseverance through a mastery approach, underpinned by the Five Big Ideas, so that every child can flourish and achieve their full potential.

We strive to provide opportunities for children to think independently, make decisions, communicate their understanding, and solve problems. Children are immersed in mathematical vocabulary to support their learning. They use concrete resources and pictorial representations to build a secure understanding before progressing to abstract concepts.

All children feel a sense of belonging as we learn together in mathematics and work towards age-related expectations. They understand that making mistakes is valuable, as it helps us learn and develop deeper understanding. We believe that all children can succeed in mathematics.

Our goal is for children to master mathematics. This means they will:

- Develop deep and sustainable learning,
- Build on concepts that have already been securely mastered,
- Reason about mathematical ideas by making connections.



Implementation

A Mastery approach has been adapted and implemented for the planning and delivery of mathematics. We follow the small steps developed by White Rose and use their resources but we also use resources from NCETM to personalise our curriculum for the needs of our children and ensure children have the opportunities to achieve their potential.

When planning for curriculum coverage, teachers use a range of mastery strategies. These include working towards small steps, implementing the concrete, pictorial, and abstract (CPA) approach, providing regular reasoning and problem-solving opportunities, modelling skills and efficient methods, making connections, developing fluency and ensuring questions include procedural and conceptual variation. Opportunities are provided for children to explore objectives at greater depth, ensuring all learners are included. Where appropriate, specific SEND children may work on personalised targets taken from PIVATS if they are working more than two years below their age-related expectations.

In Key Stage 2, children use White Rose resources alongside a maths exercise book for recording jottings during lessons. Mastery activities from NCETM and other sources further support teaching and learning. In Key Stage 1, children use carefully selected mastery questions compiled into worksheets, with their work stored in folders. Practical maths activities using concrete resources and representations are a key feature in KS1. In EYFS, White Rose resources, practical activities and maths opportunities are embedded throughout continuous provision, with work recorded in a class floor book.

In addition to daily maths lessons, NCETM Mastering Number sessions are delivered in every year group. In EYFS and KS1, the programme runs four times per week, developing children's understanding and helping them make connections with number. In Year 3, Mastering Number lessons take place for 15–20 minutes at the start of each day, focusing on securing additive facts. In Years 4 and 5, the focus shifts to multiplicative relationships and developing automaticity in multiplication and division facts, with sessions also delivered for 15–20 minutes daily. This year, the Year 6 class will engage with the Year 5 resources, as last year they completed the Year 4 programme during our first year of implementation. Children also use Times Tables Rock Stars at school and at home to develop their skills further.

Impact

At St. Peter's Maths is fun, interactive and engaging and children love to learn! Our approach builds confidence, enabling children to independently complete activities and challenges. Over the year, they develop resilience and perseverance, understanding that mistakes are valuable opportunities for learning.

The Five Big Ideas of the Mastery approach are embedded throughout the curriculum to ensure the children have a secure and deep understanding of all areas of mathematics. Children develop a strong grasp of mathematical vocabulary appropriate for their year group and use it accurately to explain their thinking. Through regular practice, children build fluency, allowing them to recall and apply knowledge rapidly and accurately. They make connections across mathematical concepts, becoming confident, flexible mathematical thinkers.

Assessment and Monitoring

- **Formative Assessment:** Ongoing assessment for learning is used to inform planning and teaching.
- **Summative Assessment:** Termly assessments track progress and identify gaps. End of unit checks are completed at the end of each unit of work.
- **Statutory Assessment:** End of Key Stage assessments are administered as required.
- **Monitoring:** The subject leader monitors planning, teaching, and pupil outcomes through lesson observations, book looks, and data analysis.

Inclusion and Equal Opportunities

All children have access to a high-quality maths curriculum. Support and challenge are provided for SEND, EAL, disadvantaged, and more able pupils. Interventions are used where necessary to close gaps. Where appropriate, specific SEND children may work on personalised targets taken from PIVATS if they are working more than two years below their age-related expectations.

Resources

A range of resources are used to support teaching and learning, including White Rose Maths, NCETM materials, manipulatives, and digital tools such as Times Tables Rock Stars.

Parental Engagement

Parents are informed about the maths curriculum through the website, newsletters, parent's evenings and information evenings. Online resources support learning at home.

Staff Development

Staff receive regular CPD on maths teaching, including updates on mastery approaches and new resources. The subject leader attends local NCETM Maths Hub meetings and shares best practice.

Monitoring and Review

This policy will be reviewed every two years by the maths subject leader and SLT, with input from staff and governors. The effectiveness of maths provision is monitored through pupil outcomes and feedback.

Appendices

- **Appendix 1:** White Rose Calculation Policy
- **Appendix 2:** Mathematics guidance: key stages 1 and 2 non-statutory guidance for the national curriculum in England
- **Appendix 3:** White Rose 'Ready to Progress' mapping
- **Appendix 4:** White Rose Vocabulary Progression document