



## **Mathematics Policy 2026-2028**

### **Christ Church CE Primary School**

"May the God of hope fill you with joy and peace as you trust in him, so that you may overflow with hope by the power of the Holy Spirit." Romans 15:13

#### **Our Vision**

Christ Church CE Primary School is a place where everyone is loved, safe and belongs. Trusting in the God of hope, we nurture kind, confident and caring learners. Filled with joy and peace, we help one another and look to the future with hope.

#### **Motto**

Love and learn together

## **Mathematics Policy**

### **Introduction**

At Christ Church CE Primary School, we believe every child is loved, valued and capable of success in mathematics. We provide a safe and supportive learning environment where all children feel that they belong and are encouraged to learn together.

Through our ambitious mathematics curriculum, based on White Rose Maths Version 2, we nurture kind, confident and caring learners who develop fluency, reasoning and problem-solving skills. We aim to foster positive attitudes towards mathematics, enabling children to approach challenge with resilience, independence and hope.

Mathematics plays a vital role in everyday life. We want all pupils to develop the skills, knowledge and confidence they need to become successful mathematicians who can apply their learning both within school and beyond.

#### **At Christ Church:**

- Mathematics is taught through a carefully sequenced curriculum that meets the needs of all learners.
- High expectations are held for every pupil, regardless of starting point, background or ability.



- Children develop conceptual understanding through concrete, pictorial and abstract representations.
- Fluency, reasoning and problem solving are promoted in equal measure.
- Daily arithmetic and retrieval practice strengthen knowledge retention and automaticity.
- Mathematical vocabulary is explicitly taught and modelled.
- Adaptive teaching ensures all pupils can access learning and achieve success.
- Targeted interventions, including Numberstacks, support pupils who require additional support.
- Parents and carers are valued partners in supporting mathematical development.

## **Objectives**

The teaching of mathematics at Christ Church CE Primary School is designed to ensure every pupil develops the knowledge, understanding and skills needed to become a successful mathematician.

We aim to:

- Develop secure fluency in number and calculation.
- Foster a deep understanding of mathematical concepts.
- Enable pupils to reason mathematically and justify their thinking.
- Develop effective problem-solving strategies.
- Build confidence, resilience and independence.
- Encourage pupils to apply mathematical learning across the curriculum and in real-life contexts.
- Promote the accurate use of mathematical vocabulary.
- Inspire a lifelong appreciation of mathematics and its importance in the wider world.



## **Curriculum Aims**

In line with the National Curriculum, we aim to ensure that all pupils:

### **Become Fluent**

Pupils develop fluency in the fundamentals of mathematics through varied and frequent practice. They build conceptual understanding and the ability to recall and apply knowledge accurately and efficiently.

### **Reason Mathematically**

Pupils develop the ability to follow lines of enquiry, identify patterns, make conjectures and justify their thinking using appropriate mathematical language.

### **Solve Problems**

Pupils apply their mathematical understanding to solve both routine and non-routine problems. They learn to persevere, think critically and apply appropriate strategies when faced with challenge.

## **Curriculum Organisation**

We follow White Rose Maths Version 2 across the school.

Learning is carefully sequenced through small steps to ensure children develop secure understanding before progressing to more complex concepts.

Mathematics is taught daily throughout the school and is viewed as a subject that should promote curiosity, exploration and confidence.

Teachers ensure opportunities are provided for pupils to:

- Develop fluency.
- Reason mathematically.
- Solve problems.
- Make connections between areas of mathematics.
- Apply mathematical understanding across the wider curriculum.



## **Daily Mathematics Lessons**

### **Early Years Foundation Stage**

In EYFS, children develop mathematical understanding through adult-led teaching, practical exploration and purposeful continuous provision.

Children are provided with opportunities to develop their understanding of:

- Number
- Numerical Patterns
- Shape
- Space
- Measure

Strong mathematical foundations are developed through meaningful activities and rich mathematical discussion.

### **Key Stage One**

Pupils receive a daily mathematics lesson alongside arithmetic and fluency practice.

A focus is placed upon:

- Secure number knowledge
- Developing fluency
- Understanding mathematical concepts
- Introducing formal written methods
- Mathematical discussion and reasoning

### **Key Stage Two**

Pupils participate in a daily mathematics lesson and arithmetic session.

Teaching focuses on:

- Fluency
- Reasoning
- Problem solving
- Mathematical communication
- Applying learning to increasingly complex situations



## **The Super Seven Learning Journey**

Every mathematics lesson follows our consistent Super Seven structure:

1. Revisit and Review
2. Learning Objective
3. Vocabulary and Toolkit
4. Modelled
5. Guided
6. Independent
7. Challenge

This consistent approach supports children in becoming increasingly independent learners whilst ensuring high expectations and opportunities for success for all pupils.

## **Retrieval Practice**

Each lesson begins with carefully selected foundation questions designed to revisit previous learning.

These activities help pupils:

- Strengthen long-term memory.
- Retain key mathematical knowledge.
- Develop fluency.
- Identify misconceptions.
- Make connections across mathematical concepts.

Retrieval practice forms the Revisit and Review element of every mathematics lesson.



## **Arithmetic**

Fluency is a key priority across the school.

Children in Years 1-6 participate in a daily arithmetic session which aims to develop:

- Accuracy
- Efficiency
- Confidence
- Automaticity

### **The weekly structure includes:**

#### **Monday**

- Explicit teaching
- Modelling strategies
- Guided practice

#### **Tuesday to Thursday**

- Guided practice using I, We, Do
- Independent arithmetic practice
- Live marking
- Immediate intervention

#### **Friday**

- KS1 consolidation and fluency activities
- KS2 arithmetic assessments

Arithmetic assessment information is used to inform future planning and intervention.



## **Teaching for Mastery**

At Christ Church, we believe mathematics is best taught through a mastery approach.

Teachers support pupils in developing a deep understanding of mathematical concepts through:

- Concrete resources
- Pictorial representations
- Abstract methods
- Mathematical discussion
- Reasoning opportunities
- Problem-solving activities

Children who grasp concepts quickly deepen their understanding through rich reasoning and problem-solving tasks rather than acceleration onto new content.

## **Adaptive Teaching**

All pupils are entitled to high-quality mathematics teaching.

Teachers adapt learning through:

- Additional scaffolding
- Visual representations
- Manipulatives
- Guided support
- Flexible grouping
- Challenge opportunities
- Same-day intervention

This ensures all children can access learning whilst maintaining high expectations.



## **Numberstacks Intervention**

Numberstacks is used as a targeted intervention programme to support pupils who require additional support securing foundational mathematical knowledge.

The programme focuses on:

- Number sense
- Place value
- Fluency
- Confidence
- Mathematical understanding

Numberstacks works alongside classroom teaching to help reduce gaps in learning and improve pupil outcomes.

## **Assessment**

Assessment is an integral part of mathematics teaching and learning.

Teachers assess pupils through:

- Daily formative assessment
- Questioning and discussion
- Retrieval practice
- White Rose end-of-unit assessments
- Weekly arithmetic assessments
- Pupil conferencing
- Book scrutiny

## **Summative Assessment**

Pupils complete NTS Mathematics Assessments termly.

Assessment information is used to:

- Monitor attainment and progress.
- Inform planning.
- Identify misconceptions.



- Target intervention.
- Evaluate curriculum effectiveness.

Assessment data is recorded and monitored through Insight Tracking.

Statutory Assessment

- Reception pupils are assessed against the Early Learning Goals.
- Year 4 pupils complete the Multiplication Tables Check (MTC).
- Year 6 pupils complete the Key Stage Two National Curriculum Assessments (SATs).

## **Resources**

Resources are stored within classrooms and central resource areas.

Teachers have access to a range of materials to support learning, including:

- Manipulatives
- Place value equipment
- Numicon
- Counters
- Base ten
- Number lines
- Mathematical games
- Digital resources

Resources are used to strengthen conceptual understanding and support all learners.

## **Parental Involvement**

We recognise the important role parents and carers play in supporting children's mathematical development.

Parents are encouraged to:

- Attend parents' evenings and curriculum events.
- Support home learning activities.



- Engage with online mathematics platforms.
- Discuss progress and learning with class teachers.

We believe strong home-school partnerships contribute positively to pupil achievement.

### **Pupil Participation**

Pupils are encouraged to take an active role in their mathematical learning.

They are expected to:

- Participate fully in lessons.
- Use mathematical vocabulary accurately.
- Select appropriate resources independently.
- Present work neatly and accurately.
- Reflect on feedback and next steps.
- Demonstrate resilience when faced with challenge.

### **Safeguarding**

All adults who come into contact with children have a responsibility to safeguard and promote their welfare.

All mathematics teaching and learning will be carried out in accordance with the school's safeguarding and child protection policies.

### **Monitoring and Evaluation**

The Mathematics Leader is responsible for monitoring and evaluating the quality of mathematics provision across the school.

Monitoring activities may include:

- Lesson visits
- Learning walks
- Book scrutiny
- Pupil voice



- Planning reviews
- Data analysis
- Assessment reviews

Findings are used to celebrate strengths, identify areas for development and inform future school improvement priorities.

### **Related Policies and Documents**

This policy should be read alongside:

- Mathematics Intent, Implementation and Impact Statement
- Mathematics Assessment Policy
- Whole School Assessment Policy
- SEND Policy
- Teaching and Learning Policy
- Presentation Policy
- Safeguarding and Child Protection Policy

**Policy Lead:** Mr D Hall (Mathematics Leader)

**Review Date:** October 2026

**Next Review:** October 2028

Christ Church CE Primary School

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