BROOKSIDE PRIMARY SCHOOL

OAK
Multi Academy Trust

MATHS POLICY

September 2026

Introduction

This policy outlines the teaching, organisation and management of the mathematics taught and learnt at Brookside Primary School. The school's policy for mathematics is based on the new Primary Curriculum 2014.

Intent statement

At Brookside we believe that mathematics is an essential everyday life skill which provides pupils with powerful ways to describe, analyse and change the world. Our maths curriculum is based on the 3 aims of the national curriculum – to develop fluency, reasoning and problem-solving skills. We incorporate a mastery style of teaching where all children are challenged and encouraged to excel in maths. New mathematical concepts are introduced using a 'concrete, pictorial, abstract' approach with clear models and images to support their understanding. Maths concepts are embedded through making links and connections with the wider curriculum. We are committed to developing children's curiosity about maths and foster a sense of enjoyment and curiosity about the subject.
To support our planning, we use White Rose Maths, a structured scheme that aligns with our medium-term plans. This resource guides us in breaking down key concepts into more manageable steps, allowing children to develop their confidence and fluency.

Aims

In addition to the overall school aims we aim to:

- develop positive attitudes, fascination and excitement of discovery through the teaching and learning of mathematical concepts.
- broaden children's knowledge and understanding of how mathematics is used in the wider world.
- enable our pupils to confidently use and understand mathematical language.
- enable our children to select and use appropriate practical equipment to demonstrate their understanding.
- use mathematical thinking to solve a range of challenging problems and to work systematically and accurately.

- develop their reasoning skills to enable them to explain and prove mathematical concepts.
- be inclusive and ensure all children can access learning in maths.

Planning

Long term and medium plans will be based on the aims set out in the new Primary Curriculum 2014 and supported through the White Rose Schemes of Work.

The national curriculum for mathematics aims to ensure that all pupils:

- Become **fluent** in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop **conceptual understanding** with the ability to recall and apply knowledge rapidly and accurately.

- **Reason mathematically** by following a line of enquiry, **conjecturing relationships** and **generalisations,** and develop an **argument, justification** or **proof** using mathematical language.

- Can **solve problems** by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

Medium term plans will outline the objectives to be taught in each area making sure links with other areas are included.

Short term plans will be completed weekly through flipcharts/PowerPoints and will give clear details of learning objectives and success criteria, whole-class teaching, pupil activities and a review and reflect of the lesson.

Mental methods and written calculations will be taught according to the school calculation policy.

Mental methods must initially be explicitly taught. This is then followed by using an appropriate written method as detailed in the maths calculation policy.

Children need to recognise the appropriate strategy to use based on the numbers involved in the calculation.

Learning strategies

Teaching:
Mathematics lessons will take place on a daily basis generally lasting 45 minutes in Key Stage 1 and 50- 60 minutes in Key Stage 2. In addition, Key Stage 1 will deliver daily 15-minute lessons following the DfE Mastering Number programme.

In Reception children participate in 4 mathematics carpet sessions a week and one full day of maths activities including a structured activity with a teacher. Links will also be made to mathematics within other subjects where applicable so pupils can develop and apply their mathematical skills across the curriculum.

A typical lesson:

In maths we follow the typical 5-part lesson format. Lessons are between 45 – 60minutes.

In Reception, the EYFS puts emphasis on the development of Number and Numerical Patterns through a practical, experiential and play based curriculum, both inside the classroom and outside. Time, space and encouragement is given to the discovering of mathematical ideas and concepts during child-initiated activities and adult lead activities. A key focus of teaching and learning in Reception at Brookside is the development of children's mathematical language and reasoning skills.

Inclusion and equal opportunities

All children are provided with equal access to the maths curriculum through a mastery approach where ALL children are expected to access the curriculum for their year group unless there are exceptional circumstances.

Challenge:
Challenge is set through the provision of extension questions or activities called E4Es, to promote deeper thinking.

Support:
Support will be provided where needed through the provision of appropriate resources, such as scaffolds, manipulatives and/or adult support. IPADs are also used to enhance or support learning.

SEND:
Teachers will ensure that pupils with a range of needs are able to access the mathematics curriculum through ensuring appropriate scaffolding, provision of adequate adult support and access to resources. Additional adults are targeted to support children with English as an Additional Language (EAL) and physical disabilities e.g. a visual impairment as and when needed (see SEND policy)

Intervention:
Where possible, focussed intervention will be provided as soon as possible after teaching. Marking will identify those children needing support.

Termly tests using Testbase or KS2 SATs tests in Year 6, are used to assess children's progress. Analysis of children's attainment using DCPro will identify children not achieving specific objectives. This is then used to develop a focussed intervention for the following term.

In addition, specific intervention programmes are used when appropriate for identified groups of children who would benefit from this in order to achieve age-related expectations by the end of the year.

Learning Environment

All classrooms will have a display including vocabulary appropriate to the current topic and children's work. Most maths resources will be available in all classrooms, whilst some other resources will be stored centrally.

Resources

Resources will be reviewed and purchased according to year group needs and requests to support the learning and teaching of maths. Money will be allocated according to identified needs in discussion with year group staff and phase leads.

Assessment

Assessment will take place at three connected levels: day to day, periodic and transitional. These assessments will be used to inform teaching in a continuous cycle of planning, teaching and assessment.

- AfL (assessment for learning) is used as a daily assessment to check children's understanding, inform planning and identify progress within a lesson.
- Live marking during the lesson allows the teacher to go around and identify the children who are struggling and need help. It will also help to identify and deal with any misconceptions there and then, before it becomes a learnt concept.
- At the end of each term assessments will be carried out.
- Whole staff moderation of judgements take place throughout the school year.
- At the end of Year 2, assessments are used to support teacher assessments.
- At the end of KS2 (Year 6) SATs are used to inform and support teacher assessment.

Accurate information from these assessments will be entered into analysis programs such as testbase and DC Pro to be scrutinised by SLT and the maths coordinator to assess whole school progress and attainment.

Intervention

- Daily, after every lesson, teachers will identify any children that need extra support. Intervention will then be put in place, as soon as possible. This is called Rapid Maths.
- Throughout the lesson, the teacher will be conducting live marking. During which, they will be able to identify who is struggling and give them guidance in the lesson.
- At the end of every term, after the tests, teachers will use Pupil Progress forms to identify children who are needing extra support or not on their flight path, and weekly intervention sessions will be set up for these children.

Home/school liaison

We see the relationship with parents as important in developing their children's mathematical skills. We involve the parents in their children's learning by:

- Providing twice yearly parent's evenings to give them verbal information on their child's progress and provide written targets for further improvement.
- Providing an end of year report outlining progress and attainment.
- Providing evening and daytime workshops to inform parents on how mathematics is taught and how they can support their child.
- Fortnightly homework.
- Encourage parents to help their children learn times tables.

This policy needs to be read in conjunction with the following school policies:

Teaching and Learning Policy
Calculation policy
Assessment and Marking Policy
Special Educational Needs Policy
Equal Opportunities Policy
Health and Safety Policy

Date: September 2026

Date to be reviewed: Summer 2029