



Wawne Primary School

Maths Policy 2025/26

OUR SCHOOL AIMS FOR MATHEMATICS

Mathematics education plays a pivotal role in shaping individuals' intellectual development and equipping them with essential skills for success in life. It provides students with a foundation in logical reasoning, problem-solving, and critical thinking, which are invaluable assets. Beyond its utility in STEM (Science, Technology, Engineering, and Mathematics) fields, maths education promotes cognitive development, resilience, and perseverance, instilling lifelong learning habits. A high-quality maths curriculum can empower pupils to become proficient mathematicians who are not only capable of solving mathematical problems but also understand the underlying concepts and appreciate the efficacy and creativity of using maths in the wider world.

Our aims for the children are:

- All pupils access a broad and balanced maths curriculum
- To present maths as an exciting, challenging, creative and applicable subject to build a love of maths
- To ensure that all children can achieve their full potential in mathematics
- To nurture confident, independent and resilient mathematical learners
- Develop strong foundational knowledge of mental strategies to enhance their reasoning and problem solving abilities

INTENT

Wawne Primary School is committed to following the principles outlined by the National Centre for Excellence in the Teaching of Mathematics (NCETM). Our goal is to provide a high-quality mathematics education that fosters a deep understanding and love of the subject among our pupils. To achieve this, we:

- **Ensure a Mastery Approach:** We have adopted a mastery approach to teaching mathematics, which means providing all pupils with the opportunity to achieve a deep understanding of mathematical concepts, skills, and processes. This will be achieved through careful sequencing of concepts, regular assessment, and providing extra support for those who need it. We use the 5 big ideas of Coherence, Fluency, Mathematical Thinking, Variation and Representation and Structure as vehicles to learning.
- **Encourage Mathematical Thinking:** We encourage our pupils to develop a positive attitude towards mathematics and to make rich connections across mathematical ideas to develop fluency, mathematical reasoning and competence in solving problems. We encourage the use of collaborative activities and peer discussion, allowing the children to communicate their mathematical ideas effectively and refine their reasoning.
- **Use Real-Life Contexts:** We provide opportunities for the children to apply mathematical concepts and skills to real-life situations, helping them understand the relevance and usefulness of mathematics in everyday life. The children are provided with various opportunities to apply their mathematical knowledge to other areas of the curriculum.

- **Coherent Curriculum:** Our inclusive, balanced curriculum ensures all pupils can access lessons which are appropriately scaffolded to meet the individual needs of learners through adaptive teaching (including pupils with SEND). This ensures that each child is challenged and supported to achieve their full potential.
- **Develop Fluency:** We develop our pupils' fluency in the foundational knowledge of mathematics, including number, geometry, measurement and statistics. We ensure that our pupils have a solid foundation in these areas, which will enable them to tackle more complex mathematical concepts in the future.

By following these principles, our mathematics curriculum will provide our children with an enriching and engaging mathematical education which prepares them well for the successes in the next step of their learning journey.

IMPLEMENTATION

Lessons follow a flexible, teaching for mastery approach, underpinned by the NCETM's 5 Big Ideas:

Mathematical Thinking allow children to make claims reasoning connected with the other areas of their mathematics.

Representation and Structure ensures concepts are explored using concrete, pictorial and abstract representations, the children actively look for patterns as well as specialise and generalise whilst problem solving.

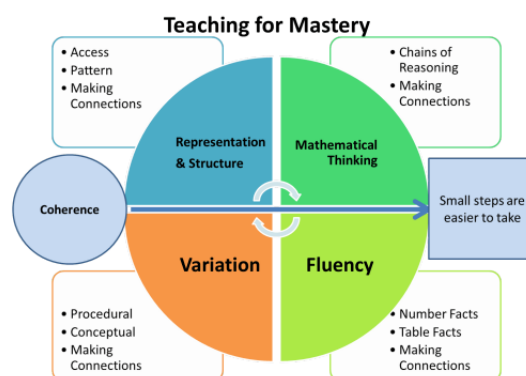
Coherence is achieved through the planning of small connected steps to link every question and lesson within a topic.

Variation is used within lessons both in pictorial representations and abstract tasks.

Fluency relentlessly focuses on number and times tables facts.

The teaching at Wawne Primary School provides opportunities for:

- Whole class learning
- Group learning
- Paired learning
- Individual learning
- Groupings/individual learning with a teacher or teaching assistant.



PLANNING AND TEACHING

EYFS

A Long Term Planning Framework has been developed to teach the Early Learning Goals through the Development Matters Guidance and the NCETM 6 Key Areas for Early Mathematics Learning. Maths is taught daily with another, 5-10 minute session, 4 times a week of the NCETM Mastering Number Programme for Reception children. Opportunities to consolidate and further develop mathematical understanding is embedded throughout continuous provision and enhancements. We explore mathematical concepts both indoors and outdoors to help children apply their thinking to a range of real world contexts.

KS1 and KS2

Long Term planning frameworks for Years 1-6 have been adapted from the NCETM Curriculum Prioritisation learning sequence, which is based upon the DfE Ready to Progress Criteria.

This resource provides coherent sequencing for the primary maths curriculum. It draws together the DfE guidance on curriculum prioritisation, with the high quality professional development and classroom resources provided by the NCETM Primary Mastery PD materials; we have adapted the planning where necessary to suit our setting. Our curriculum is cumulative and once a taught unit is 'finished' it is linked throughout future learning wherever possible to enable children to make connections and to make learning stick.



Maths is taught daily in all year groups. In KS1, a 10-minute session, 4 times a week is taught following the NCETM Mastering Number programme. In KS2, a short Foundational Fluency session is taught three to five times a week. In Years 3 and 4, the focus is on additive and multiplicative facts. In Years 5 and 6, the pupils will follow a programme for arithmetic practice.

Foundational Fluency sessions are 10-15 minute sessions taught separately to the main Mathematics lesson. These sessions give pupils the opportunity to learn foundational knowledge to automaticity and practise prior knowledge of mental arithmetic.

Medium term plans provide strong learning outcomes within each unit and are adapted on a daily basis, depending on children's needs. Each small learning step builds carefully from the previous step, building on pupils' prior knowledge to develop new skills. These small steps ensure lessons are accessible to all learners and can be adapted where appropriate for individual needs.

Resources

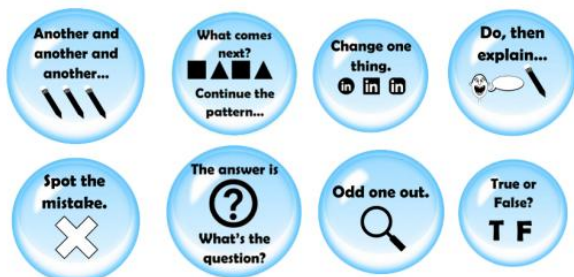
The NCETM Curriculum resources provide the key small steps, representations and language used whilst teaching, further questions and investigations are also drawn from various sources. The children also have access to a selection of online platforms used in school and at home.



Pupils are actively encouraged to access physical resources during Maths lessons with each classroom containing a designated 'Maths Area'. Teachers model to pupils how to use these resources effectively to solve problems and deepen their understanding. By Year 6, pupils should be independently self-reflecting on their learning to decide if they require the use of practical resources to aid their learning.

Teaching of Mathematics

Representations (concrete and pictorial) are used to reveal the structure of mathematical concepts, linked carefully with precise mathematical vocabulary and the abstract written form which allows children to access the learning at all levels and to develop a deeper and more conceptual understanding of the subject.



High order questioning and reasoning questions stems are used within lessons to ensure all pupils have the opportunity to think in greater depth around a concept and support them to make mathematical connections.

Stem sentences are used to support fundamental mathematical structures which are built upon each year. Stem sentences are a way of modelling full sentences; the structure gives children extra confidence to explain their mathematical thinking. Stem sentences have gaps to allow for changing variables and allow children to practise reasoning and use precise and technical vocabulary.



Each lesson begins with 'Retrieval Practice' which provides an opportunity for pupils to revisit and quickly practise prior knowledge and unpick any misconceptions to ensure children can be successful in the learning outcomes and make connections.

ASSESSMENT

Effective assessment practices are essential at Wawne Primary School in providing valuable feedback to both teachers and pupils. Assessment at Wawne is a continuous process used to guide instruction, monitor progress and identifying areas of additional support or enrichment.

Assessment

Formative Assessment will take place before, during and after the point of learning. During lessons, teachers and TAs will work together to assess the individual pupils to ascertain who has achieved the learning objectives and who requires further support, instruction or intervention. This is done in a number of ways:

- On-going AFL - Teachers and Support Staff will identify correct answers and misconceptions during the 'Independent Work' phase of the lesson. Next steps to extend or deepen understanding may be given.
- Peer marking - Pupils may work together to find solutions and offer alternative methods to an answer.
- Self-assess - Pupils are encouraged to reflect on their own thinking, understanding and how their knowledge can be applied to a range of situations and contexts.
- End of unit assessments

Ready to Progress (RTP) Criteria

Throughout the teaching sequence, the DfE Ready to Progress Criteria are used to assess pupil's understanding of taught content. We combine the RTP with key Foundational Fluency Facts to ensure pupils are secure in key knowledge within each year group. At the end of each term, teachers use the assessment questions for the units taught so far and make a RAG (Red, Amber, Green) judgement on their security for each one. Teachers use this data to decide if overall the child is 'on track' for ARE (Age-Related Expectations) and this is plotted on our internal tracking systems.

Statutory Assessments

- Year 4 Multiplication Tables Check (MTC)
- Year 6 SATS (Arithmetic, reasoning 1, reasoning 2)

Retention of Knowledge

Ready to progress criteria will support teachers in assessing whether the children have the required knowledge and understanding to further their learning for pre-teaching and over-learning within maths lessons. Foundational Fluency is used by classes daily to revisit previous learning and check retention of learning. Cross curricular opportunities are also used for informal assessments.

CPD

Our commitment to delivering high quality teaching and learning is supported by on-going, relevant CPD opportunities for all staff, including working with Maths specialists, training from the Yorkshire Riding Maths Hub and participating in the Developing Teaching for Mastery work groups and Mastering Number meetings for EYFS and KS1. This ensures that the teaching and learning team can evolve their pedagogy in line with the principles of best practice.

SEND/ INCLUSION

At Wawne Primary School we are committed to offering an inclusive mathematics curriculum to ensure the best possible outcomes and opportunities for all of our pupils whatever their needs and abilities. Teachers carefully plan lessons to accommodate pupils with special educational needs or disabilities so that the pupil(s) develop confidence in mathematics and foster a love of learning. Support staff are deployed effectively to assist pupils who require additional support and our range of representative structures cater to a variety of learning styles.