



Trinity St. Peter's

Church of England Primary School

where children shine

Mathematics Policy

Our School Vision

At Trinity St Peter's, we are driven by the belief that every child is a star. In partnership with our local and global community, we equip each child with the skills, values and mindset to shine.

We are committed to creating a school where every child feels they belong, where differences are recognised and celebrated, and where every individual is valued. Our curriculum is innovative, inclusive and engaging, inspiring a lifelong love of learning and high aspirations.

We nurture children's growth academically, socially, emotionally and spiritually. Through personal development and opportunities for pupil voice and leadership, we empower children to shape their futures and make a positive difference in the world.

Together, as a community, we work to ensure equity, success for all and a deep celebration of diversity, rooted in kindness, inclusion and mutual support.

Our values – Serve, Hope, Imagine, Nurture and Enjoy – shape the way pupils learn mathematics: showing respect, persevering through challenge, thinking creatively, supporting one another and finding enjoyment in mathematical discovery.

Mathematics Vision Statement

At Trinity St Peter's, mathematics equips pupils with the knowledge, fluency and reasoning needed to understand the world and participate confidently in everyday life. We want every pupil to see themselves as a successful mathematician who can make connections, explain ideas, solve problems and approach challenge with curiosity and resilience.

Our mathematics curriculum is ambitious, coherent and inclusive. It develops secure foundations in number alongside conceptual understanding, mathematical reasoning and problem solving. Pupils are taught to use precise mathematical language, select efficient strategies and apply their knowledge in familiar and unfamiliar contexts.

This policy should be read alongside the school's Curriculum, Teaching and Learning/Pedagogy, Assessment, SEND, Vocabulary and Homework policies, together with the school's Calculation Guidance and mathematics progression documentation.

Intent

The purpose of our mathematics curriculum is to ensure that all pupils develop secure, connected mathematical knowledge and the confidence to use it. Curriculum design reflects the statutory National Curriculum for Mathematics and the Early Years Foundation Stage framework, supported by Department for Education mathematics guidance and high-quality professional resources.

Our curriculum aims to ensure that pupils:

- become fluent in the fundamentals of mathematics and recall key number facts accurately and efficiently;
- develop deep conceptual understanding through carefully chosen representations, models and examples;
- reason mathematically, explain their thinking and justify conclusions using precise mathematical language;
- solve routine and non-routine problems with increasing independence and sophistication;
- make connections within mathematics and between mathematics and the wider curriculum;
- develop resilience, curiosity and confidence when learning is challenging;
- recognise the relevance of mathematics to everyday life, financial literacy, future study and employment;
- are well prepared for the next stage of education.

Statutory and Professional Framework

The mathematics curriculum is informed by:

- the National Curriculum in England: Mathematics Programmes of Study for Key Stages 1 and 2;
- the Early Years Foundation Stage statutory framework and Development Matters, where appropriate;
- Department for Education Mathematics Guidance for Key Stages 1 and 2, including ready-to-progress criteria;
- statutory assessment requirements, including the Year 4 Multiplication Tables Check and end of Key Stage 2 assessment arrangements;
- guidance and professional development materials from the National Centre for Excellence in the Teaching of Mathematics (NCETM).

Implementation

Curriculum Organisation and Sequencing

Mathematics is taught as a carefully sequenced curriculum from EYFS to Year 6 using the National Curriculum, DfE guidance and White Rose Maths progression documents. White Rose Maths materials are used as a principal planning resource, alongside other resources such as NCETM, NRich and Master the Curriculum (EYFS). Teachers use professional judgement to adapt resources so that teaching reflects pupils' prior knowledge, identified barriers and the school's agreed calculation guidance and pedagogical approach.

New learning is connected explicitly to what pupils already know. Teachers break complex content into manageable steps, model mathematical thinking clearly and provide sufficient guided and independent practice. Progression is determined by the security of pupils' understanding rather than by simply completing a scheme or moving rapidly through content.

Pupils who grasp concepts rapidly are challenged through rich reasoning, deeper connections, generalisation and increasingly sophisticated problem solving rather than unnecessary acceleration into later curriculum content.

The TSP Maths Approach

Our mathematics approach is built around the principle: Remember more. Know more. Do more. Strong Foundations enable pupils to move from remembering to reasoning, so that mathematical thinking develops every day, in every lesson, for every pupil (**see Appendix 1**).

Every mathematics lesson begins with daily retrieval of essential knowledge and skills. These Foundations activate prior learning, build fluency and strengthen memory through four connected elements: Facts and Knowledge (key facts, vocabulary and concepts); Fluency (number facts, arithmetic and procedural skills); Long-term Retention (spaced practice to keep knowledge active); and Connections (links to previous learning and other mathematical ideas). Retrieval may include multiplication facts, number bonds, shape properties, key vocabulary, prior units, essential facts and learning from previous year groups.

Building on these Foundations, 4C Thinking uses retrieval to deepen understanding and develop mathematical thinking:

- Comprehend – “What do we already know?” Pupils recall key knowledge, retrieve facts, methods and vocabulary, and activate prior learning.
- Connect – “How does it link to what we know?” Pupils make connections between ideas and topics, use representations, and identify patterns and links.
- Creative – “Can we use it in a different way?” Pupils apply knowledge in new contexts, solve problems and use mathematical knowledge flexibly.
- Critical – “Can we explain, justify and evaluate?” Pupils reason and problem solve, explain and justify, challenge ideas and address misconceptions.

This subject-specific approach sits within the school's wider pedagogical model. Teachers use explicit explanation and modelling followed by guided and independent practice through My Turn, Our Turn and

Your Turn. Show-me boards, questioning, think-pair-share and purposeful mathematical discussion enable high participation and allow teachers to check understanding and respond immediately.

Fluency and Number Facts

Fluency is developed through frequent, purposeful practice so that pupils can recall and apply important facts rapidly and accurately while retaining conceptual understanding. Number bonds, additive relationships, multiplication and division facts and arithmetic are revisited systematically.

Multiplication facts are taught progressively so that pupils are fluent in multiplication tables up to 12×12 by the end of Year 4. The statutory Multiplication Tables Check is used alongside wider assessment evidence to identify strengths and any facts requiring further teaching or practice.

Representations, Manipulatives and Calculation

Concrete resources, pictorial representations and abstract notation are used purposefully to expose mathematical structure and support conceptual understanding. Manipulatives are not restricted to younger pupils or pupils with SEND; they are selected when they make important mathematical ideas more visible.

Teachers make explicit connections between representations and gradually reduce scaffolding as pupils become secure. Written and mental calculation strategies follow the school's Calculation Guidance so that methods are coherent and build progressively across year groups.

Mathematical Reasoning and Problem Solving

Reasoning and problem solving are integral to mathematics rather than additional activities once fluency has been secured. Pupils regularly explain, prove, compare, classify, generalise, identify patterns, spot errors and apply mathematics to unfamiliar situations.

Teachers use carefully chosen questions and tasks to reveal thinking and deepen understanding. Pupils are encouraged to select efficient methods, explain why an approach works and learn constructively from errors and misconceptions.

Vocabulary is VITAL

We value mathematical vocabulary because precise language enables pupils to understand concepts, communicate reasoning and participate confidently in mathematical discussion.

Valued	Mathematical language is recognised as essential to conceptual understanding, reasoning and problem solving.
Identified	Key Tier 2 and Tier 3 vocabulary is identified through progression documents, planning and knowledge organisers.
Taught	Vocabulary is explicitly taught, pronounced, modelled and connected to representations, symbols and examples.
Applied	Pupils use vocabulary through explanation, partner talk, reasoning, written responses and problem solving.
Learned	Vocabulary is revisited through retrieval, questioning and application so that it becomes secure and transferable.

Within VITAL, teachers use the STAR approach – Select, Teach, Activate, Revisit – to teach new or unfamiliar vocabulary. Sentence stems, partner talk and teacher modelling support pupils to articulate complete mathematical explanations and justify their reasoning.

Early Years Foundation Stage

In EYFS, mathematics is developed through direct teaching, high-quality interactions, stories, songs, routines, purposeful play and carefully designed continuous provision. Particular attention is given to

developing a secure sense of number, including subitising, cardinality, counting, composition, comparison and number patterns, alongside spatial reasoning, shape, space and measure.

White Rose Maths – supported by Master the Curriculum resources - support planning alongside the EYFS framework. Adults use assessment and observation to respond to children's starting points and interests, provide repeated opportunities to explore mathematical ideas and develop accurate vocabulary. Concrete experiences and mathematical talk prepare children for the Year 1 curriculum.

Inclusion, SEND and Adaptive Teaching

The mathematics curriculum is ambitious for every pupil. Teachers identify barriers through assessment, observation, pupil discussion, transition information and individual support plans, then adapt teaching without lowering expectations or narrowing the intended curriculum.

Adaptive teaching may include additional modelling, chunked instruction, pre-teaching, carefully chosen manipulatives and representations, visual prompts, sentence stems, additional practice, targeted questioning, flexible grouping, assistive technology and reasonable adjustments. Scaffolds are precise and temporary and are reduced as pupils develop security and independence.

Where pupils have gaps in foundational knowledge, teaching identifies the specific prerequisite knowledge that is insecure and provides targeted support while maintaining access to age-appropriate mathematical thinking wherever possible. Pupils who attain highly are challenged through depth, reasoning and sophisticated application.

Spirituality, Wider Curriculum and Real-Life Mathematics

Mathematics provides opportunities for awe, wonder and curiosity through pattern, symmetry, scale, infinity, probability and the mathematical structures found in nature and the wider world. Pupils experience the satisfaction of making connections, overcoming challenge and discovering that apparently complex problems can be understood through mathematical thinking.

Teachers make purposeful links to science, computing, geography, design technology, financial education and other curriculum areas. Real data and meaningful contexts help pupils understand how mathematics supports decision-making and participation in local, national and global life. Enrichment may include mathematical challenges, competitions, careers learning and national mathematics events where these add clear curriculum value.

Technology

Technology is used when it strengthens mathematical learning rather than replacing essential thinking or calculation. Appropriate digital resources may support retrieval, practice, representation, feedback and enrichment. Teachers ensure that pupils continue to explain their reasoning and develop secure written and mental methods.

Assessment

Assessment identifies what pupils know, understand and can do, informs responsive teaching and helps leaders evaluate whether the intended mathematics curriculum is being learned.

Formative assessment is embedded within lessons through retrieval, questioning, discussion, observation, show-me boards, pupil explanations and review of independent work. Teachers respond to misconceptions during lessons and use assessment information to adapt subsequent teaching, practice or intervention.

Summative assessment is used proportionately at agreed points and is considered alongside pupils' classwork and teachers' professional judgement. Statutory assessments, including the Year 4 Multiplication Tables Check and end of Key Stage 2 mathematics assessments, provide additional information. Assessment information is used to identify patterns, evaluate the progress of groups and individuals and ensure that pupils who are at risk of falling behind receive timely support.

Assessment should support curriculum decisions; it should not narrow the curriculum or lead to teaching pupils only the content most likely to appear in tests.

Partnership with Parents and Carers

We recognise parents and carers as important partners in pupils' mathematical development. The school communicates curriculum learning and provides opportunities for families to understand the approaches and calculation strategies used in school.

Teachers share progress through the school's agreed reporting and consultation arrangements. Where appropriate, families are signposted to suitable resources that support number facts, multiplication tables, arithmetic and wider mathematical learning at home. Homework expectations are set out in the school's Homework Policy.

Impact

As a result of the mathematics curriculum, pupils develop secure and increasingly connected mathematical knowledge. They recall important facts with growing fluency, use representations and methods accurately, reason with confidence and apply mathematics to a range of routine and non-routine problems.

Pupils increasingly:

- recall and apply number facts and calculation strategies accurately and efficiently;
- make connections between mathematical concepts and representations;
- use precise mathematical vocabulary to explain and justify their thinking;
- select appropriate strategies and evaluate their efficiency;
- persevere when problems are challenging and learn from errors;
- apply mathematics independently across the curriculum and in real-life contexts;
- achieve well from their starting points and are prepared for the next stage of education.

The impact of the mathematics curriculum is evaluated through a range of evidence, including pupil voice, lesson visits, work scrutiny, assessment information, statutory outcomes, curriculum reviews and discussion with teachers and pupils. Leaders use this evidence to identify strengths, variation and barriers, agree precise actions and return to the evidence to evaluate whether those actions have improved pupils' learning.

Roles and Responsibilities

- Governing Body – assures itself that statutory duties are met, receives information about mathematics achievement and curriculum quality, and supports and challenges leaders regarding improvement priorities.
- Headteacher – provides strategic leadership, ensures sufficient curriculum time and resources, and maintains high expectations for mathematics achievement and inclusion.
- Mathematics Subject Leader – defines curriculum intent, supports staff expertise, quality-assures planning and teaching, monitors what pupils know and remember, evaluates assessment information and leads sustained improvement.
- Teachers – know the mathematics curriculum for their year group, understand prior and future learning, teach the agreed curriculum, assess understanding responsively, adapt teaching appropriately and maintain high expectations for every pupil.
- Support Staff – understand lesson intentions, use agreed representations and language, provide proportionate support, promote independence and communicate relevant assessment information to teachers.
- Pupils and Families – pupils engage positively, explain their thinking and practise important knowledge; families support attendance, homework and mathematical learning and communicate relevant information to school.

Monitoring and Review

The Mathematics Subject Leader and senior leaders monitor curriculum implementation and impact through the school's agreed monitoring cycle. This may include lesson visits, work scrutiny, pupil voice, planning and curriculum review, assessment analysis and professional dialogue with staff.

Monitoring focuses on what pupils are learning and remembering, the security of foundational knowledge, the quality of reasoning and problem solving, consistency of agreed approaches, inclusion and the impact of support. Findings inform professional development, subject action planning and wider school improvement.

This policy is reviewed annually, or sooner where statutory requirements or significant school practice changes.

Policy reviewed: September 2026

Next review: September 2027

Appendix 1:

