

# Britannia School Maths Policy 2025-2026



## Britannia School Mathematics Policy

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September  
2025

Signed by:

E.Holmes  
Subject Leader

Date: 1<sup>st</sup> September 2025

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Headteacher

Date: 1<sup>st</sup> September 2025

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## Vision and Values

At Britannia School, mathematics is taught through our core values of **respect, resilience, aspiration, inclusivity, being supportive and enthusiastic**. We believe that *everyone can do maths* and that every child has the right to experience success, enjoyment and challenge in mathematics. Our aim is to develop confident, capable and resilient mathematicians who can apply their learning to real-life contexts.

Mathematics at Britannia School promotes:

- **Respect** for different strategies, viewpoints and ways of thinking
- **Resilience** when tackling challenging problems and learning from mistakes
- **Aspiration** to achieve high standards and develop deep understanding
- **Inclusivity** so all pupils can access, engage with and enjoy mathematics
- A **supportive** learning environment where children feel safe to take risks
- **Enthusiasm** for exploring, discussing and applying mathematics

## Aims and Objectives

Our objectives in teaching mathematics are to:

- Promote enjoyment and curiosity through practical activity, exploration and discussion
- Develop secure fluency with number and the number system
- Enable pupils to reason mathematically and solve problems with confidence
- Encourage the use of accurate mathematical language and clear explanation of thinking
- Develop understanding of shape, space, measure and data handling
- Help children recognise the importance of mathematics in everyday life
- Foster positive attitudes, confidence and perseverance in learning

## Teaching and Learning Approach

### Maths — No Problem! and Mastery

From Year 1 to Year 6, mathematics is taught using the **Maths — No Problem!** programme, a mastery-based approach inspired by Singapore mathematics. In EYFS, White Rose Maths materials are used. This approach ensures:

- Whole-class teaching with high expectations for all pupils
- Small-step progression to secure deep conceptual understanding
- The use of **Concrete, Pictorial and Abstract (CPA)** representations
- Rich mathematical discussion and reasoning
- Carefully structured variation to highlight patterns and connections

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## Lesson Structure

Lessons typically follow a consistent structure:

1. **Fluency Starter** – revisiting key facts and prior learning
2. **Explore (Anchor Task)** – a rich problem encouraging discussion and reasoning
3. **Master** – teacher modelling of strategies and concepts
4. **Guided Practice** – supported application of learning
5. **Independent Practice** – pupils apply strategies independently
6. **Some lessons include journaling and reflection** – pupils explain and reflect on their thinking

This structure supports resilience, confidence and enthusiasm for learning.

## Early Years Foundation Stage (EYFS)

In Reception, mathematics is taught in line with the **Early Learning Goals**. Learning is practical, play-based and language rich, enabling children to explore number, pattern, shape, space and measure. Mastering Number supports the development of early number sense, subitising and additive reasoning.

## Fluency and Number Sense

To develop automaticity and confidence:

- **Mastering Number (NCETM)** is used from Reception to Year 2
- **Number Sense Timestables Programme** is used in Years 3 and 4 to strengthen number sense and multiplication knowledge
- **Morning Maths** sessions provide daily retrieval and fluency practice
- **Numbots** (EYFS–KS1) and **TT Rockstars** (KS2) support learning at home

## Inclusion and SEND

At Britannia School, mathematics is inclusive and accessible to all pupils. We ensure that pupils with SEND are supported through:

- Extended use of concrete resources and manipulatives
- Visual supports, scaffolding and worked examples
- Clear, chunked instructions and modelling
- Pre-teaching, overlearning and targeted intervention
- Flexible grouping and adult support
- Personalised targets linked to EHCPs and IEPs

All pupils are supported to make progress alongside their peers and develop confidence and enjoyment in mathematics.

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## Provision for More Able and Gifted Pupils

Pupils who grasp concepts quickly are challenged through:

- Rich, open-ended and multi-step problems
- Opportunities to reason, generalise and make connections
- Mathematical investigations and problem-solving tasks
- Use of precise mathematical language and justification
- Opportunities to explain thinking and support peers

Challenge focuses on depth of understanding rather than acceleration.

## Assessment for Learning

Assessment in mathematics is ongoing and purposeful:

- **Formative assessment** is used daily through questioning, observation and pupil responses
- Immediate feedback supports progress and addresses misconceptions
- **Summative assessment** includes NFER assessments and end-of-unit checks
- Teacher judgements are moderated regularly
- National assessments are administered in Year 2 and Year 6

Assessment informs planning, intervention and next steps for all learners.

## Working Walls and Resources

Each classroom has a **Maths Working Wall** that reflects current learning and includes:

- Key vocabulary
- CPA representations
- Modelled strategies
- Anchor tasks and pupil examples

All classrooms are well-resourced with manipulatives, number lines and visual supports. Pupils are encouraged to select resources independently to support their learning.

## Cross-Curricular Links

Mathematics supports learning across the curriculum, particularly in:

- **English** – reasoning, vocabulary, explanation and interpretation
- **PSHE** – problem-solving, collaboration and real-life contexts such as money
- **Computing/Geography** – data handling, graphs, patterns and logical thinking

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## **Monitoring and Review**

The Mathematics Subject Leader:

- Provides strategic leadership and support
- Monitors teaching, learning and assessment
- Reviews pupil outcomes and work samples
- Supports staff development and consistency
- Reports to senior leaders and governors

This policy will be reviewed every two years or sooner if required. The policy was last reviewed by the subject leader September 2025.