Owston Park Primary Academy
MATHEMATICS POLICY

PERSON RESPONSIBLE FOR POLICY: Suzy CROSSLEY	**Mathematics Subject Leader Name:** Suzy CROSSLEY
	DATE: November 2026
APPROVED: Joanne SEMLEY	**ROLE:** Headteacher
SIGNED: S.Crossley	**DATE:** September 2027

Owston Park Primary Academy
MATHEMATICS POLICY

INTENT:

The intent of our mathematics curriculum is to provide a coherent, ambitious and accessible curriculum that enables all pupils to develop secure mathematical understanding and achieve their full potential. Through carefully sequenced learning, pupils build fluency, reasoning and problem-solving skills whilst making connections across mathematical concepts.

We aim for all children to become confident mathematicians who can communicate their thinking using precise mathematical language, explain their reasoning and apply their knowledge efficiently in a range of contexts. Through regular practice, retrieval and application of prior learning, pupils develop confidence, accuracy and resilience in mathematics.

We intend for pupils to recognise the importance of mathematics within the wider curriculum and everyday life. As they progress through school, children develop curiosity, enjoyment and an appreciation of the power of mathematics, leaving primary school with the knowledge and skills needed for their next stage of education and beyond.

Owston Park Primary Academy
MATHEMATICS POLICY

Intent	Implementation	Impact
1. To build a mathematics curriculum which develops knowledge, skills and understanding so that all pupils know more, remember more and achieve highly in mathematics.	• Mathematics is taught in line with the EYFS Framework and National Curriculum. • A bespoke curriculum and progression model ensure clear sequencing and progression. • Ready to Progress assessments identify prior learning and gaps at the start of each unit. • Teaching for mastery principles support deep understanding. • Daily Maths Meetings and weekly arithmetic practice support fluency and retention.	• Pupils develop secure mathematical knowledge and understanding over time. • Pupils make strong progress from their starting points. • Pupils retain and build upon prior learning. • Pupils are prepared for the next stage of their education.
2. To enable pupils to make rich connections across mathematical concepts in order to develop fluency, reasoning and problem-solving skills.	• Number and place value are prioritised throughout the school. • A whole-school calculation policy ensures consistency. • Concrete, pictorial and abstract representations	• Pupils calculate accurately and efficiently. • Pupils reason mathematically and explain their thinking. • Pupils use prior

	support conceptual understanding. • Reasoning and problem-solving opportunities are embedded within lessons. • Maths Meetings, Times Tables Rock Stars and Numbots support fluency and recall. • Weekly arithmetic assessments. • Ready to Progress assessments at the beginning of each new unit. • Adaptive teaching strategies ensure all pupils can access and succeed within the mathematics curriculum.	knowledge to solve increasingly complex problems. • Pupils demonstrate confidence and resilience when tackling mathematical challenges.
3. To provide opportunities for pupils to apply mathematics across the curriculum and in real-life contexts.	• Planned opportunities are provided across subjects for pupils to apply mathematical knowledge and skills. • Real-life contexts are used	• Pupils recognise the relevance of mathematics beyond the classroom. • Pupils apply mathematical knowledge

	throughout mathematics lessons. • Outdoor learning and wider curriculum experiences provide opportunities for meaningful application.	successfully across the curriculum. • Pupils understand the importance of mathematics in everyday life and future employment.
4. To develop pupils' mathematical language and communication skills so that they can explain, justify and articulate their thinking clearly.	• Mathematical vocabulary is explicitly taught and displayed. • Teachers model precise mathematical language. • Talk tasks are planned into lessons. • Pupils regularly explain, justify and discuss their reasoning using full sentences. • Mathematics classrooms provide language-rich learning environments.	• Pupils use mathematical vocabulary accurately. • Pupils explain and justify their reasoning with confidence. • Pupils communicate mathematical ideas clearly and accurately. • Pupils develop deeper understanding through discussion and explanation.

Owston Park Primary Academy
MATHEMATICS POLICY

PEDAGOGY:

At Owston Park Primary Academy, mathematics is taught through a teaching for mastery approach. Lessons are carefully sequenced to build on prior learning and develop deep conceptual understanding, procedural fluency, mathematical reasoning and problem-solving skills.

Lessons include opportunities for pupils to:

- Retrieve and apply previously taught knowledge.
- Develop fluency through regular practice.
- Explore concepts using concrete, pictorial and abstract representations.
- Reason mathematically and justify their thinking.
- Solve problems in a range of contexts.
- Discuss and explain their understanding using precise mathematical vocabulary.

Daily Maths Meetings provide opportunities for retrieval practice, rapid recall and the reinforcement of key mathematical concepts.

Owston Park Primary Academy
MATHEMATICS POLICY

Teachers use formative assessment throughout lessons to identify misconceptions and adapt teaching accordingly, ensuring pupils secure understanding before moving on to new learning.

PLANNING AND CURRICULUM DESIGN:

The mathematics curriculum is planned using the school's long-term curriculum maps and unit plans, which provide:

- National Curriculum objectives.
- Ready to Progress criteria.
- Key vocabulary.
- Prior learning and prerequisite knowledge.
- Common misconceptions.
- Suggested resources and representations.

Learning is carefully sequenced to ensure progression across year groups and build upon prior knowledge. Teachers use assessment information to adapt planning and respond to the needs of their pupils.

ADAPTIVE TEACHING AND INCLUSION:

We believe all pupils can achieve success in mathematics.

Owston Park Primary Academy
MATHEMATICS POLICY

The majority of pupils work towards the same learning objectives, with adaptive teaching used to ensure all learners can access and succeed within the lesson.

Teachers provide appropriate support through:

- Careful modelling.
- Manipulatives and representations.
- Targeted questioning.
- Additional scaffolding.
- Pre-teaching and intervention where required.

Pupils who grasp concepts rapidly are provided with opportunities to deepen their understanding through Greater Depth tasks including reasoning, justification and problem-solving rather than simply completing more questions.

Reasonable adjustments are made where necessary to ensure pupils with SEND can access an ambitious mathematics curriculum.

EARLY YEARS FOUNDATION STAGE:

Mathematics in the Early Years follows the EYFS Statutory Framework and Development Matters guidance.

Children develop early mathematical understanding through a balance of:

- Adult-led teaching.
- Mathematical talk.
- Practical experiences.
- Exploration through continuous provision.
- Child-initiated learning opportunities.

A strong emphasis is placed on developing number sense, mathematical vocabulary and secure understanding through practical experiences and discussion.

The Mastering Number programme supports the development of fluency and flexibility with number from the earliest stages of learning.

FLUENCY AND ARITHMETIC

Developing fluency forms a central part of our mathematics curriculum.
Children participate in:

- Daily Maths Meetings.
- Weekly arithmetic assessments and arithmetic fluency practice.
- Systematic teaching of number facts.
- Times table practice and assessment.
- Numbots and Times Tables Rock Stars.

Owston Park Primary Academy
MATHEMATICS POLICY

A whole-school arithmetic progression outlines the development of arithmetic skills from Year 1 to Year 6. Weekly arithmetic assessments are used to develop accuracy, efficiency and confidence in calculation while supporting the retention of previously taught learning.

MANIPULATIVES AND REPRESENTATIONS

Manipulatives and representations are used throughout school to support conceptual understanding and mathematical thinking.

Resources may include:

- Numicon
- Tens frames
- Counters
- Base ten equipment
- Bead strings
- Place value counters
- Number lines
- Bar models

Children are encouraged to select and use appropriate resources independently to support their learning and explain their mathematical thinking.

LEARNING ENVIRONMENT

Mathematics learning environments support pupils in becoming independent and confident mathematicians. Classrooms include:

- Maths Meeting boards.

- Current mathematical vocabulary.
- Models and representations linked to current learning.
- Working walls which support the teaching sequence.
- Accessible manipulatives.

Displays are used purposefully to support learning rather than simply celebrate work.

ASSESSMENT

Assessment is integral to effective mathematics teaching and learning.

Formative Assessment

Teachers use:

- Questioning.
- Observation.
- Pupil discussion.
- Mini whiteboards.
- Book scrutiny.
- Low-stakes retrieval activities.
- Checkpoints (hinge questions)

Assessment information is used to identify misconceptions, inform planning and provide timely support where needed.

Summative Assessment

Pupils complete half-termly assessments to monitor attainment and progress against age-related expectations.

Assessment information is used to:

- Identify strengths and gaps in learning.
- Inform future planning.
- Monitor individual and cohort progress.
- Support discussions with pupils, parents and leaders.

Question-level analysis is used to inform teaching and intervention priorities.

MARKING AND FEEDBACK

Feedback is provided in accordance with the school's Marking and Feedback Policy.

Teachers provide verbal and written feedback to:

- Address misconceptions.
- Reinforce learning.
- Promote reflection.
- Support pupils in improving their work.

Where appropriate, pupils are given opportunities to respond to feedback and correct errors.

PRESENTATION

Owston Park Primary Academy
MATHEMATICS POLICY

Pupils are expected to take pride in the presentation of their mathematics work.

Children should:

- Record work neatly and accurately.
- Use one digit per square when appropriate.
- Follow agreed school presentation expectations.
- Organise calculations clearly to support accuracy and efficient working.

SUBJECT LEADERSHIP

The mathematics subject leader is responsible for monitoring and developing mathematics across the school. This includes:

- Monitoring teaching, learning and outcomes.
- Supporting staff through coaching, training and professional development.
- Reviewing planning, assessment and pupil work.
- Gathering pupil voice.
- Monitoring curriculum implementation and impact.
- Keeping up to date with national developments in mathematics education.
- Driving ongoing school improvement within mathematics.

MATHEMATICS NON-NEGOTIABLES

Owston Park Primary Academy
MATHEMATICS POLICY

Environment

- Maths working wall/board backed in red.
- Maths working wall updated regularly to display:

  Current unit of learning.
  Previous topic recap/retrieval learning.
  Times Table of the Week poster displayed (Years 2-6).
  Key mathematical vocabulary and sentence stems for current unit.

Lesson Structure

- 4 x maths lessons per week (4 x Mastering Number - Reception)
- 1 arithmetic lesson (30 minutes) weekly (Years 1 - 6).
- 1 TTRS session (30 minutes) weekly (Years 2 - 6).
- 1 Numbots session (30 minutes) weekly (Year 1)
- 4 Maths Meetings per week (can be a morning task - Year 3 - 6): including:

Times tables practice
Test-style questions.
Retrieval of previous learning.
Addressing misconceptions.
Use of original Maths Meeting planning materials

Year 1 - 2: 4 Mastering Number sessions per week.

Teaching & Learning

- RTP document completed and referred to at the start of each unit.
- Star vocabulary words explicitly taught in every lesson.

- Checkpoint included within every lesson, with hinge question, to assess understanding and address misconceptions.
- High-quality discussion encouraged through talk tasks, with sufficient thinking and discussion time.
- Stem sentences and mathematical language modelled consistently.
- Correct mathematical vocabulary is modelled and expected from all pupils.
- Greater Depth challenges available to all pupils every lesson.
- Manipulatives are available and used purposefully to develop conceptual understanding and support mathematical reasoning.
- Concrete, pictorial and abstract representations are used appropriately to support understanding (in any order)
- Use of mini whiteboards to maximise participation and formative assessment.
- No pre-stuck worksheets in books.
- Children record and present their work neatly and independently (one digit per square)

Assessment

- Weekly times tables testing carried out by the LSA, including Mrs Thompson check.
- Times Table Tracker updated weekly
- End of unit assessments
- TTRS soundtrack used regularly
- Weekly arithmetic scores recorded and monitored to identify gaps and inform intervention.
- Assessment used to identify and address misconceptions promptly.
- Previous learning revisited regularly through Maths Meetings and lesson starters.
- Question level analysis used following end of unit and summative assessments to inform future teaching.

Inclusion

- SEN pupils work on the same mathematical concept and area of learning as their peers, with suitable scaffolding and support.
- All pupils given opportunities to reason, explain and problem-solve.
- Keep-up and intervention sessions used where required to address misconceptions and close gaps in learning.
- Reasonable adjustments made where necessary to enable all pupils to access the curriculum.