

Ladywood Primary School



Maths Policy
April 2026

Ladywood Primary School

Mathematics Policy

Intent

It is our intention at Ladywood for every child to develop a good understanding of maths, equipping them with the skills of calculation, reasoning and problem solving that they need in life beyond school. We want all children to enjoy maths, experience success and develop a sense of curiosity about the subject with a clear understanding. We believe that all children can achieve in maths and teach for secure and deep understanding of mathematical concepts through manageable steps. We use mistakes and misconceptions as an essential part of learning and provide challenge through rich and sophisticated problems. Maths is a journey and a long-term goal, achieved through exploration, practise and application over time. At each stage of learning, children should be able to demonstrate a deep, conceptual understanding of the topic and be able to build on this.

General Principles

Mathematics will be taught to all pupils throughout the school in ways appropriate to their ability and learning style. The fundamental ethos of maths teaching and learning within the school centres around: challenge, fluency and reasoning. The content of the maths curriculum at Ladywood is reflective of the statutory requirements for the teaching and learning of Mathematics found in the National Curriculum (2014). NCETM Professional Development and Curriculum Prioritisation materials are used to enhance staff subject knowledge and support the utilisation of a Teaching for Mastery approach across school. Further updated advice is in the Ready to Progress Criteria published July 2020. The Maths lead works closely with ECM Trust Maths leaders and South Yorkshire Maths Hub for support and guidance.

Aims

In our teaching of mathematics at Ladywood Primary School, we hope to:

- Provide high quality maths lessons with mastery strategies which promote enjoyment and enthusiasm.
- Develop pupils' ability to recall number facts quickly and accurately.
- Enable pupils to have opportunities for mathematical thinking and discussion which will help deepen their understanding.
- Provide opportunities for pupils to demonstrate and apply mathematics in real life situations.
- Deepen pupils' understanding through the use of manipulatives and high quality questioning.
- Build confident mathematicians that can reason mathematically and persevere with more complex problems.
- Provide an environment where it is acceptable to be wrong and ask questions.
- Encourage pupils to take responsibility for their own learning. Children should be given the opportunity in maths lessons to 'seek out' challenge and extend their learning

Maths Teaching

A daily mathematics lesson will be provided in order to ensure competent, numerate children by the end of KS2. In Foundation Stage this will usually last 15-20 minutes, in KS1 45 minutes, and

1 hour in KS2. Cross-curricular links will also be made where appropriate to further develop and refine numeracy skills. Within these lessons, children will have access to fact fluency practise, small steps to learning, problem solving, reasoning and plenaries/mini-plenaries. Manipulatives are used where appropriate to support learning and enable all children to access small steps and visualise the mathematics. At times, it may be reasonable to spend longer on some areas of learning than others. This will be at the discretion of the class teacher but should be shared with the maths leaders.

Oracy in Maths lessons

When communicating their mathematics, pupils need to:

- Talk about what they find difficult/ easy.
- Ask questions to both staff and peers.
- Debate ideas and solutions to problems with staff and peers.
- Present and explain results to others.
- Draw conclusions/ make generalisations.
- Discuss their learning through peer and self-assessment.
- Draw upon previous knowledge to support new learning and make connections with previous learning.
- Make explicit links between their new learning and previous learning.

Continued Professional Development

Development of Teachers' mathematical subject knowledge is encouraged, with the use of South Yorkshire Maths Hub or external courses being sourced where necessary. NCETM Professional Development materials are used to support staff subject and pedagogical knowledge.

Resources

Resources are updated regularly according to need, whether it be new resources to support the curriculum or resources that need replacing. Those resources used daily are easily accessible in every classroom; those not used regularly are stored centrally in the maths cupboards.

Implementation

Maths Planning

During the children's time in our school, we aim to ensure that all parts of the 2014 National Curriculum Programme of Study and the Ready to Progress criteria, are taught. This enables all children to achieve the highest standards possible in mathematics and benefit from a broad, rich and personalised curriculum. We use the National Centre for Excellence in the Teaching of Mathematics' small steps to learning to enhance the curriculum and extend the children's knowledge.

Mastering Number at Foundation Stage and Key Stage 1

In EYFS and KS1, NCETM Mastering Number Sessions are taught daily which aims to secure firm foundations in the development of good number sense for all children from Reception through to Year 1 and Year 2. The aim over time is that children will leave KS1 with fluency in calculation

and a confidence and flexibility with number. Attention will be given to key knowledge and understanding needed in Reception classes, and progression through KS1 to support success in the future.

Mastering Number at Key Stage 2

In Year 4 and Year 5, discreet Mastering Number sessions are taught daily to secure firm foundations in multiplicative relationships. Knowledge of multiplication and division and its applications forms the single most important aspect of the KS2 curriculum, and is the gateway to success at secondary school. This project enables pupils in Years 4 and 5 to develop further fluency in multiplication and division facts, and a confidence and flexibility with number that exemplifies good number sense.

Times Tables

In Year 2 and KS2, developing children's fluency and automaticity of multiplication facts is a priority. Discreet 10-minute sessions are taught daily with a range of activities to develop children's procedural and conceptual understanding. We aim by the end of Year 4 for all children to secure multiplication and division facts to 12 x 12 in readiness for the statutory Multiplication Tables Check. In Year 5 and Year 6, we aim to deepen the children's understanding of known facts and challenge them to make mathematical connections.

Inclusion

From previous assessment and knowledge of the special educational need of the child, we will ensure the needs of all children and use appropriate organisational strategies, resources and multi-sensory teaching methods to cater for these needs. Where applicable, children's School Focus Plans will incorporate suitable objectives from the National Curriculum and Ready to Progress criteria. Additional support staff will be made available where necessary to support groups or individual children, working collaboratively with the class teacher. Within the daily mathematics lessons teachers will also provide activities to support and challenge the more able within the same objective. The children will be taught the same objective (with the exception of SEND on occasion) differentiated through use of manipulatives, support and/or choice of number. All children will have access to reasoning and problem-solving activities ensuring that we are deepening thinking.

Impact

Assessment and Recording

Assessment for learning is continuous throughout the planning, teaching and learning cycle. Pupil understanding is monitored throughout the lesson using talk partners, a number of resources such as white boards and manipulatives and live marking.

On entering Foundation Stage, the children complete a baseline assessment. Progress is then tracked regularly and evidence is kept in pupil's maths books.

However, children are more formally assessed termly in KS1 and KS2 using a variety of methods:

- questioning, talking and listening to children
- considering work/materials/investigations produced by children together with discussion about this with them
- pre-assessments

- end of unit assessments or tests
- SATs tests for Years 2 (optional) and 6 (formal)
- Same-day interventions

Monitoring and Review

This policy will be reviewed annually.

The SLT may determine that this policy requires an early review if the Government introduces new regulations or following external monitoring.

Date written: April 2026

Written by: Hannah Bradbury