

Ouston Primary School

Mathematics Policy



Review Date: Spring 2026

Next Review date: Spring 2027

Intent

At Ouston Primary School, we recognise mathematics as essential for understanding the world and for success in science, technology, engineering, finance and everyday life. Our aim is to provide a high-quality mathematics education that develops pupils' fluency, reasoning and problem-solving skills while fostering enjoyment, curiosity and confidence.

In line with the National Curriculum (2014), we intend that all pupils:

- use accurate mathematical language to explain, justify and discuss their thinking
- deepen understanding through a **Concrete–Pictorial–Abstract (CPA)** approach
- become fluent through varied and frequent practice
- move confidently between different representations of mathematical ideas
- reason mathematically by exploring patterns, making conjectures and forming generalisations
- solve a wide range of routine and non-routine problems with increasing sophistication
- make meaningful connections across mathematical ideas and apply them across the curriculum
- consolidate learning through structured repetition, retrieval and timely intervention

Implementation

We deliver a motivating, challenging and inclusive mathematics curriculum that is accessible to all pupils.

Curriculum Structure

- **White Rose Maths (WRM)** provides the core structure for long-term and small-step planning. Our flexible approach enables teachers to deviate from the scheme to ensure knowledge and skills are embedded and steps of progression are appropriate.
- Lessons are planned using slides (PowerPoint/Notebook) to support clarity, modelling and adaptive teaching.

Mastering Number

- **EYFS use NCETM Mastering Number as their main scheme of work**, ensuring strong foundations in early number.
- **Years 1 and 2** receive a **daily whole-class Mastering Number session** in addition to their main maths lesson.
- **Years 3 and 4** access Mastering Number through a **daily 10-minute intervention** for selected pupils who require additional number-sense support.

Daily Retrieval Practice

- **'Flashback 4'-style revision questions** are used every day, either within the maths lesson or at another planned point in the day, to strengthen retention and ensure regular revisiting of key learning.

Teaching Approach

- A whole-class teaching model ensures all pupils access the same curriculum.
- Differentiation is achieved through scaffolding, targeted support and task variation rather than lowering expectations.
- CPA resources are used across the school to support conceptual understanding.
- Pupils are encouraged to verbalise strategies, explain misconceptions and use mathematical vocabulary accurately.

Support and Intervention

- Daily in-class support prevents pupils from falling behind.
- Additional intervention sessions take place at lunchtime or in the afternoon.
- Some SEND pupils may follow an adapted curriculum where appropriate, e.g. Maths for Life

Assessment for Learning

- Pupils self-mark using green and pink highlighters, followed by whole-class discussion of strategies and misconceptions.
- WRM block assessments ('progress checks') are used to monitor understanding and inform adaptive teaching and interventions.
- Teachers adapt subsequent lessons based on assessment insights.

Use of Technology and Resources

- All classrooms have access to manipulatives, maths boxes (KS1 and lower KS2), interactive boards, laptops and iPads.
- Online platforms such as **Times Tables Rock Stars** and **Doodle Maths** support fluency and home learning.

Impact

Our approach results in pupils who are confident, articulate and able to apply mathematical knowledge in a range of contexts. Practical and CPA-based learning ensures concepts are memorable. Pupils can explain, justify and evidence their thinking using appropriate vocabulary. Mathematics is meaningfully connected to other subjects, including science, geography, computing and STEM activities such as VEX Robotics. Special themed weeks (Science, Careers, Enterprise) further promote mathematical thinking.

Teaching and Learning Expectations

EYFS

- Follows **NCETM Mastering Number** as the main scheme.
- Focus on number to 20, early calculation, pattern, shape, space and measures.
- Learning is practical, language-rich and embedded in continuous provision.

KS1

- Emphasis on number, place value, counting and mental fluency.
- Development of shape, measure and mathematical vocabulary.

- By the end of Year 2, pupils know number bonds to 20 and have secure place-value understanding.

Lower KS2

- Increasing fluency with whole numbers and the four operations.
- Development of efficient written and mental methods.
- Work with simple fractions and decimals.
- By the end of Year 4, pupils recall all multiplication tables to 12×12.

Upper KS2

- Extension of number knowledge to larger integers, fractions, decimals, percentages and ratio.
- Introduction to algebraic thinking.
- Increased complexity in problem-solving and reasoning.
- By the end of Year 6, pupils are fluent in written methods for all four operations.

Assessment

- Termly assessments track progress against age-related expectations using **iTrack**.
- EYFS pupils are assessed against the Early Learning Goals.
- Data is analysed termly by the maths lead to identify trends and pupils requiring support.

Equal Opportunities and Inclusion

- All pupils have equal access to the curriculum regardless of background or need.
- Teachers ensure regular access to CPA resources and targeted support.
- SEND pupils receive personalised support through SEN plans and adapted teaching.

Role of the Subject Leader

- Monitors planning and teaching to ensure fidelity to the curriculum. or how they evaluate the impact of interventions.
- Monitors teaching and pupil outcomes to identify training needs to provide appropriate support and CPD.
- Analyses data and progress to evaluate the impact of the curriculum, teaching and interventions.
- Meets annually with the link governor and reports to SLT.

Parental Involvement

- Parents are invited to maths workshops and termly parents' evenings.
- Weekly homework consolidates classroom learning.
- Resources and presentations are shared with families unable to attend workshops.
- Homework is shared with instructions to support parents.