

Moor Nook Community Primary School



Mathematics Policy

September 2026

Curriculum Intent

School Vision/Intent

At Moor Nook Community Primary School, everyone is responsible for making sure that our school is a happy and safe environment to learn.

Our caring and supportive approach to learning is underpinned by our school values and 'Ready, Respectful, Safe' expectations. We believe that our school environment should be supportive, calm and purposeful to enable effective learning to take place so that our children can thrive.

Vision/Intent for Mathematics

Mathematics is a creative and highly interconnected discipline that has been developed over centuries, providing the solution to some of history's most intriguing problems. It is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment. A high-quality mathematics education therefore provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject.

We encourage children to be determined as they face each challenge set to them. Maths is designed to develop their confidence, independence, resilience and perseverance using small, incremental steps to ensure a mastery of each new concept. Through engaging activities and purposeful learning experiences, we also foster enthusiasm and enjoyment in mathematics, helping children to develop a positive attitude and a lifelong appreciation of the subject.

Aims of the Curriculum

The National Curriculum for mathematics aims to ensure that all pupils:

- become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language
- can solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

At Moor Nook Community Primary School these aims are developed in tandem with each other. However a key focus in every lesson is deep conceptual understanding, and it is from this that children will build their fluency, their ability to reason and apply this understanding when solving problems.

Curriculum Organisation

At Moor Nook Community Primary School we use the Red Rose Mastery Maths Scheme and have selected this because it is sequenced coherently across and within year groups.

Children revisit topics on a termly basis building on their prior learning and moving towards clear end of year expectations. The key components of place value and calculation are explicitly taught and learned in each term. These topics are interspersed with other areas of the mathematics curriculum such as measurement including time and money, statistics and geometry. This allows children to apply their number knowledge in different contexts to build strong connections within mathematics and appreciate the subject's relevance to real life. It also supports children in transferring their learning to long term memory in order to unconsciously recall and apply it in different situations, including in different curriculum subjects.

In Early Years the curriculum is organised into progressive steps that build a coherent sequence of learning across the year. It begins in the autumn term with children being immersed in the numbers 1-10 by focusing on the inclusion of the next number each week. This allows children to develop a deep understanding of each number, including composition and how these numbers relate to each other. The curriculum for the spring and summer terms includes calculation, shape, space, spatial reasoning, measures, statistics, patterning and allows children to develop their understanding of numbers beyond 10 to ensure their readiness for Year 1.

The expectation is that all children will move through the content of our curriculum (in all Key Stages) at broadly the same pace. We maintain high expectations of all children and provide support and challenge as appropriate throughout all lessons and sequences of learning. In some circumstances, children may follow a separate curriculum based on individual needs that would be detailed in their Individual Education Plans or EHCPs. However, this curriculum would still mirror the coherent and progressive sequences of learning for the other children in a different year group.

The mathematics curriculum is enriched at Moor Nook Community Primary School through a range of engaging opportunities that promote a positive attitude towards mathematics. Children regularly take part in mathematical games during enrichment time, allowing them to develop their fluency, reasoning and problem-solving skills in a fun and interactive way. Positive discussions about mathematics are encouraged throughout the school day, helping children to recognise the relevance of maths in everyday life and to build confidence in their mathematical thinking. Special events, such as NSPCC Number Day and Times Tables Rock Stars' NSPCC Rocks competitions, further enhance children's enjoyment of mathematics, fostering enthusiasm, participation and a love of learning across the school.

Curriculum Implementation

Mathematics is learned discretely through daily lessons in all year groups and is then applied across the curriculum and in continuous provision in EYFS.

A typical lesson in Years 1 to 6 following the Red Rose Mastery Maths Scheme would involve:

- a Starter activity to allow children to revisit, practise and refine previously learned content to support long term memory retention as well as developing children's mathematical fluency
- an Initial Problem in which children are introduced to the learning through a context. The children discuss how their existing knowledge can be applied to the context. Ideas and approaches are shared where misconceptions are identified and addressed, and effective approaches are shared and learned by the whole class
- Guided Learning that is interactive through the use of effective questioning that leads children to identify for themselves how to be successful with the learning. This is supported through the use of both conceptual and procedural variation and short tasks for the children to complete before moving on to the next step in learning
- an Independent Learning Task for the children to apply the learning from the guided parts. This task includes questions that build children's understanding and fluency and will also involve different elements of reasoning and solving problems.
- a Deeper Learning Task is included to allow some children to take their understanding to even greater depth than what would be expected. These tasks are often in the form of more complex reasoning or non-routine problem solving questions.
- throughout the lesson, children's thinking is supported and extended through the deliberate use of questioning by the adults.

A variety of approaches are used within our lessons including practical exploration, group discussion, paired work and individual work.

In Early Years, mathematics lessons consist of a key skills practice which is for the whole class and allows for revisitation of core elements of learning. This is followed by small group adult led sessions that are very practical, playful and involve a considerable amount of discussion including questions such as What can you see? What do you notice? Why do you think that happens? What would happen if...?

Children will then be given opportunities in continuous provision to apply this learning in different ways. Mathematics is also experienced through many daily routines and the adults take advantage of all the opportunities for mathematical learning in such activities as registration, snack time and tidying up.

Planning

The planning of the curriculum is organised in three phases:

- **long term planning** is demonstrated through the yearly overviews which show the organisation of the mathematics topics across the year for each year group, and the coverage and progression of knowledge, skills and understanding;
- **medium term planning** is demonstrated through the half termly overviews which reveal the progression of knowledge, skills and understanding within each topic, including where learning is revisited in Starters for year groups using the Red Rose Mastery Maths Scheme;
- **short term planning** is demonstrated through the teachers' lesson plans which explain

how children will build on their existing understanding with the new learning specified as focused learning objectives for each given lesson. Teachers using the Red Rose Mastery Maths Scheme are expected to annotate the Teaching Tool Notes to personalise the lesson for the children in their class.

Formative Assessment

Teachers use their professional judgement to decide what children need to learn and when to move on to the next step of learning. Formative assessment (or responsive teaching) is a key feature of the mathematics lessons. Teachers use effective questioning and live marking in lessons to determine the extent of children's understanding before deciding on what the children need next (support, extension, next step).

Summative Assessment

Children are assessed at the end of each term using teacher assessment supported by an arithmetic and a reasoning test. This allows teachers to check children's progress towards meeting the end of year expectations and organise further support where this is necessary. At the end of each half term, there are 'Learning Checks' that consist of a range of questions based on what the children have learned in that half term. These allow teachers to assess the children's understanding away from the point of teaching and to see how well the learning has been stored in the long-term memory.

Professional Development of Staff and Use of Resources

All staff using the Red Rose Mastery Maths Scheme have had whole school and individual training on the scheme and understand the principles of teaching for mastery and how to apply the scheme appropriately with their class. In all classes, the mathematics learning is reliant on practical and visual approaches, and the links between these and the abstract representations. At Moor Nook Community Primary School, we are committed to ensuring all our staff are equipped and supported to deliver consistent high-quality learning experiences for our children.

Use of intervention

At Moor Nook Community Primary School, we use two forms of intervention. Same day intervention takes place for children who have struggled in the lesson. This may take the form of additional modelling and practise within the lesson, during assembly intervention time or at another time in the school day prior to the next lesson.

Additional fluency practise is planned outside of the formal maths lesson to support children's understanding of number bonds, place value, multiplication/ division facts etc. and to plug gaps in learning for specific children.

Use of further challenge (deeper learning)

Learning is extended for those children who require it throughout the lesson. In the initial problem and after some guided tasks, children are challenged through higher level questions. In addition, all lessons in Years 1 to 6 have an additional challenge through a deeper learning task. The aim of these tasks is to extend and deepen the thinking of children who have demonstrated a secure understanding within the main part of the lesson. The aim of these tasks is to encourage children to problem-solve, reason, persevere and to support with the development of resilience.

Development of subject specific vocabulary

Mathematical vocabulary is a high priority and is modelled and used within all lessons. Sentence stems are used alongside the use of manipulatives to develop children's understanding of the vocabulary within a mathematical context. The use of talk partners and high-quality questioning within lessons enables children to use the vocabulary to communicate and further develop their conceptual understanding.

Parental involvement

Promoting parental engagement in mathematics remains a key priority at Moor Nook Community Primary School. Parents are provided with opportunities to support their children's learning through parents' evenings and EYFS and Year 1 workshops. The school website further supports parental understanding by providing access to the school's mathematics vision, curriculum information, policy documentation and year group overviews. These approaches enable parents to gain a better understanding of classroom practice and curriculum expectations. Opportunities to further develop parental involvement will continue to be identified and implemented throughout the academic year.

Monitoring of the implementation

Monitoring in mathematics at Moor Nook Community Primary School is undertaken through a range of quality assurance activities, including lesson observations, learning walks, book scrutinies, pupil interviews and staff discussions. This monitoring is carried out by the Headteacher, Senior Leadership Team and Mathematics Subject Leader. Monitoring activities take place regularly throughout the academic year and provide valuable evidence to evaluate the effectiveness of teaching and learning. Findings are used to inform school improvement priorities, action planning and targeted professional development, ensuring continuous improvement in mathematics across the school.

Curriculum Impact

Through our mathematics curriculum at Moor Nook Community Primary School, children will see the relevance of mathematics in other subjects and in real life. Children develop their knowledge and skills progressively over their primary school years and can apply this in different contexts both within mathematics and in other subjects.

Children are independent thinkers. They can select appropriate manipulatives and strategies within mathematics lessons. They understand that mistakes enable us to become better learners.

Mathematics lessons engage children and ensure their understanding is developed well. Children have good attitudes to learning and mathematics and have developed skills of independence, confidence, perseverance and resilience.

Both monitoring and assessment outcomes show that children have secure conceptual understanding of their mathematics at the relevant point in their development. They are fluent in the necessary knowledge and skills and are confident with reasoning and problem solving.

Curriculum impact in mathematics is also demonstrated through the outcomes of national assessments and tests.

Impact in mathematics is monitored by the subject leader, headteacher and governors on a termly basis.

The Moor Nook Community Primary School maths policy works within links to other relevant policies:

- Marking and Feedback Policy
- SEND Policy
- Behaviour policy
- Teaching and Learning Policy
- Whole Curriculum Policy
- Assessment Policy
- Early Years Foundation Stage Policy
- More Able Policy

This policy was written by *Andrea Jaeger* on behalf of Moor Nook Community Primary School.

This policy will be reviewed in September 2027.