

Clayton St John CofE Primary School

Maths Policy

Next review date:	March 2028

Updated March 2026

Vision Statement

"Growing Together in God's Love"

Our Vision

At Clayton St John CofE Primary we pride ourselves on developing a positive ethos built on the foundations of the Christian faith. This ethos is based on the following Values and principles that, as stakeholders, we all aim to uphold:



Mathematics

At Clayton St John C of E Primary, we encourage our pupils to develop their knowledge and understanding of mathematics so that they can grow into confident mathematicians who enjoy and achieve in their learning. Our ethos, "Growing together in God's Love," underpins our approach to teaching mathematics, fostering an environment where all learners can thrive.

Curriculum Intent

The teaching of mathematics at Clayton St John C of E Primary aims to provide opportunities for all learners to develop fluency, reasoning, and problem-solving skills. We follow the White Rose Maths Small Steps framework to ensure comprehensive coverage of the National Curriculum. Our Medium-Term Plans are designed to instil a deeper understanding of mathematical concepts, providing regular opportunities for children at all levels to master reasoning and problem-solving skills.

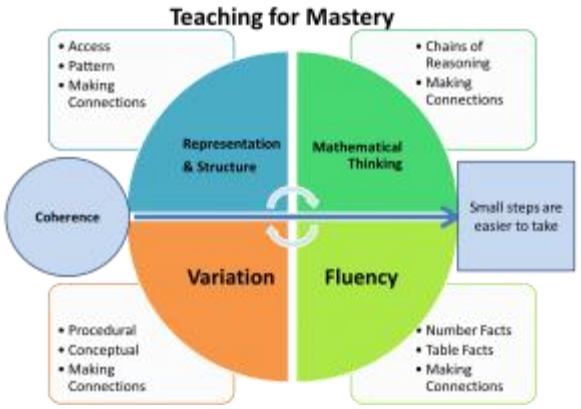
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We aim for all pupils to:

- Become fluent in the fundamentals of mathematics through varied and frequent practice with increasingly complex problems over time, developing 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 arguments, justifications, or proofs using appropriate mathematical language.
- Solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into simpler steps and persevering in seeking solutions.
- Use mathematical language accurately when discussing their learning.
- Enjoy mathematics and be active, engaged learners.
- Access mathematics every day.

Definition of Mastery

At Clayton St John C of E Primary, we define mastery not merely as the ability to memorise key facts and procedures, but as the capacity to use knowledge appropriately, flexibly, and creatively in new and unfamiliar situations. For all mathematical concepts, teachers ensure that children are challenged with rich and sophisticated problems. After developing secure fluency, children must demonstrate their ability to apply their knowledge across various contexts, progressing towards greater depth and mastery.



Implementation Strategies

To achieve our curriculum intent, we implement the following strategies:

- We follow the Long-Term Plans (LTPs) that incorporate all areas of the National Curriculum.
- Special Educational Needs and Disabilities (SEND) children receive scaffolding and clear provisions tailored to their needs.
- Daily Quick Maths sessions are conducted to enhance number fluency.

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- We provide five maths lessons each week, each with a clear objective.
- Vocabulary is explicitly taught to ensure understanding and application.
- Learning objectives are derived from the Medium-Term Plans' Small Steps.
- A range of resources is employed and adapted to meet the diverse needs of our pupils.
- We utilise a variety of concrete, pictorial, and abstract representations to support learning.
- To combat maths anxiety, KS2 staff use emotion coaching, a method for recording and reviewing learners' feelings about their learning. This approach, inspired by the Zones of Regulation, fosters positivity, independence, and reflection.

Intent

At Clayton St John C of E Primary, we aim to promote a love of mathematics, enabling our pupils to become enthusiastic, creative, and articulate mathematicians who use their skills to solve problems. Mathematics serves as a tool for life, providing a means to analyse and communicate information, as well as tackle real-life challenges. Our intention is to prepare our children not only for high school but also for the application of mathematics in their everyday lives, including further education and future careers.

We expect all children to achieve and, wherever possible, to engage with maths objectives relevant to their year group. Through a varied and inspiring curriculum, we aim to develop children's problem-solving abilities, resilience, and reflective skills—capabilities that are transferable across the curriculum. Regardless of individual needs, our intention is for every pupil to acquire the skills necessary for efficient mental and written calculations, utilising manipulatives and hands-on learning. We aspire for all children to reach their full potential by applying mathematics to real-life contexts and investigations.

Implementation of the Curriculum

The mathematics National Curriculum is delivered through the White Rose Maths Small Steps framework, which staff are required to adapt to meet the needs of their cohorts while ensuring full curriculum coverage in fluency, problem-solving, and reasoning. Additional resources, such as the National Centre for Excellence in the Teaching of Mathematics (NCETM) and Pixl, are selected to support these Small Steps, exposing children to a variety of formats and ensuring they are adept at making their own jottings, including bar models, and can independently set out calculations from an early age. Teachers adhere to the school's agreed policies for the progression in written and mental calculations.

The use of manipulatives enables progression from concrete to pictorial representations and then to abstract concepts. Children from Reception to Year 6 have access to these resources, which they can use independently as needed. Teachers model the correct mathematical vocabulary, expecting children to use

it independently when discussing mathematics. Fluency is developed through repetition and revision of key skills, with arithmetic sessions occurring daily from Year 1 to Year 6.

Feedback is provided in various forms to ensure pupils are well-informed and can visibly track their progress. Self, peer, and teacher marking is evident in books, with children responding to teacher feedback in green pen. Challenges are employed to deepen understanding, and collaboration is encouraged, allowing children to discuss their thoughts, ideas, and methods with peers or teachers. All children are given opportunities to correct, complete and reflect on previous work through regular reviews as well consolidating and deepening understanding through Class Follow Up (CFU) sessions.

We strive to build on the excellent subject knowledge of our staff, enabling the effective delivery of our maths curriculum. Regular Continuing Professional Development (CPD) provided by the maths team, external courses, and staff collaboration contribute to this goal. Clayton St John C of E Primary aims to create a safe and nurturing environment where staff feel comfortable asking questions, seeking advice, and requesting further training to confidently deliver the maths curriculum.

Assessment and Impact

Post-unit assessments are employed where appropriate, alongside termly assessments, to help teachers understand their pupils' existing and developing knowledge and skills. This diagnostic tool allows teachers to adapt their teaching to meet the needs of all children. Learning logs are used to provide valuable information about learning experience as well as pinpointing areas of improvement and next steps.

At the end of each academic year, the expectation is that children will achieve Age Related Expectations (ARE) for their year group. Some children may progress further and achieve Greater Depth (GD). Those with gaps in their knowledge receive appropriate support and intervention where possible.

By the end of Year 6, children will have developed a range of efficient skills for effective calculation. They will be fluent in the fundamentals of mathematics, possessing a conceptual understanding and the ability to recall and apply key facts accurately. Children will be equipped to apply these calculation skills and their understanding of other areas to become confident and resilient problem-solvers, capable of reasoning and articulating their ideas using precise mathematical language.

Mathematics in Early Years Foundation Stage (EYFS)

Number fluency is continually developed within the early years through the White Rose Maths Small Steps framework. Children participate in short daily maths sessions and are given time to explore mathematical concepts, test ideas, and practise taught skills through play. Mathematics is integrated into all areas of our provision, allowing children to experience it in purposeful and meaningful contexts within their play and daily routines. Staff are trained to identify and extend opportunities to further develop children's mathematical understanding and skills in solving real-life problems.

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Quick Maths Programme

In EYFS and Key Stage 1, pupils participate in the Mastering Number programme. From Reception to Year 2, children develop a deep understanding of number through a focus on subitising, counting, comparison of numbers, composition, and number facts.

In Key Stage 2, daily Quick Maths sessions lasting 10-15 minutes ensure rapid recall of key number facts and operations. The focus of Quick Maths is to address any misconceptions or difficulties that may have developed, while also recapping prior knowledge to ensure rapid recall. This approach aims to free up working memory, allowing children to concentrate on applying and developing their mathematical skills.

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