Sandlings Primary School
Maths Policy

Date	October 2026
Review	October 2029
Reviewed by	Headteacher and Staff

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, sex, gender reassignment, pregnancy or maternity, race, religion or belief and sexual orientation, marriage and civil partnership. This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil or adult and it helps to promote equality at this school.

Associated policies and documents

- Teaching and Learning policy
- SEND policy
- Marking and Feedback policy
- Curriculum Intent Statement

Intent

Mathematics, a universal language that enables understanding of the world, is an integral part of the curriculum. Beyond the study of numbers, shapes and patterns, it also provides important tools for work in fields such as engineering, physics, architecture, medicine and business. It nurtures the development of a logical and methodical mindset, as well helping to inculcate focus and the ability to solve all manner of problems. Attainment in the subject is also the key to opening new doors to further study and employment.

Our ethos "Sandlings is a unique, nurturing school where everyone belongs and thrives" can be seen throughout our maths curriculum and provision but in particular ensuring children thrive in maths by teaching a broad range of concepts through a progressive mastery curriculum. The thresholds concepts which drive our maths curriculum are :

Know and use numbers -understanding the number system and how they are used in a wide variety of mathematical ways.

Add and subtract- understanding both the concepts and processes of addition and subtraction.

Multiply and divide- understanding both the concepts and processes of multiplication and division.

Use fractions -understanding the concept of part and whole and ways of calculating using it.

Understand the properties of shapes- recognising the names and properties of geometric shapes and angles.

Describe position, direction and movement- recognising various types of mathematical movements.

Use measures- becoming familiar with a range of measures, devices used for measuring and calculations.

Use statistics- involves interpreting, manipulating and presenting data in various ways.

Through daily maths lessons and cross curricular opportunities, we aim for all our children to have:

- An understanding of the important concepts and an ability to make connections within mathematics.
- A broad range of skills in using and applying mathematics.
- Fluent knowledge and recall of number facts and the number system.
- The ability to show initiative in solving problems in a wide range of contexts
- The ability to think independently and to persevere when faced with challenges
- The ability to embrace the value of learning from mistakes
- The ability to reason, generalise and make sense of solutions.
- The ability to recognise and describe patterns.
- Fluency in performing written and mental calculations and mathematical techniques.
- A wide range of mathematical vocabulary.
- A commitment to and passion for the subject.

Implementation

Coverage

We teach maths every day for 1 hour with an additional 15 minutes is set as our "maths meeting!" time 3 times a week - during which, teachers will revisit key concepts and fluency with the children, so that they are continually drawing on previous knowledge. Children will also develop their skills in describing patterns.

Areas of Learning

Mathematics has 9 main objectives: to know and use numbers; to add and subtract; to multiply and divide; to use fractions; to understand the properties of shape; to describe position, direction and movement; to use measures; to use statistics; to use algebra.

Teaching and learning

We use the White Rose scheme of work to underpin our mastery approach to teaching maths which can be supplemented with White Rose or NCTEM resources as appropriate.

In class, work set is a mixture of independent and collaborative tasks. Supported by peers, children work in mixed ability pairings and understanding is facilitated by teachers building in discussion opportunities, enabling children to talk and discuss the maths they are using and demonstrate their methods.

Maths manipulatives are accessible for children to experience learning new concepts through concrete modelling, before progressing to the use of pictorial and abstract models; viewing CPA models alongside each other to deepen understanding.

During a 'White Rose' lesson, children will explore concepts using equipment, answering on mini-whiteboards, or making jottings in their journals, before moving on to work in their White Rose booklets. The lesson will follow the I do, we do, you do approach to gradually build pupil confidence before completing independent learning. The questions increase in challenge and deeper thought processes throughout the lesson's work. It is expected that the 'fast graspers' will progress further through the booklets in each lesson, and complete the challenge questions; the 'slower graspers' may need within-class intervention, using concrete and pictorial models in a guided group, and will not be expected to have answered all that lesson's questions.

Sometimes the teacher may use their knowledge of the children's learning needs to plan for additional activities to replace those in the practice books. Through class intervention and maths catch-up sessions, children at risk of falling behind will have additional opportunities to practice their fluency and explore concepts further. A working wall displaying vocabulary, methods and other useful models applicable to the unit will be accessible as support for the pupils in every classroom.

Pupils are given opportunities to apply their learning through open ended tasks with a variety of results, apply reasoning to solve problems, and design and carry out their own mathematical investigations. Teachers will start each term with lessons from the Week of inspirations to develop their confidence in the subject and allow children to discuss their mathematical thinking with peers.

The school's calculation policy provided by White Rose maths ensures consistent progression across the school, from EYFS through to Y6.

Maths Hub We are a member of a local maths hub which is helping us to embed a mastery approach to the teaching of maths bespoke to our school.

EYFS
Mathematics activities are embedded into daily continuous provision in EYFS alongside direct teaching which will introduce some aspects of a mastery approach.
EYFS and Year 1 complete daily mastering number sessions in addition to their daily maths sessions.

Oracy
We use Oracy as the golden thread for children to talk like a mathematician using subject specific vocabulary to explore knowledge and ideas and to also justify their thoughts and opinions.

Equality and inclusion
We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this. A Mastery approach rejects the idea that some children 'can't do maths'. We teach mathematics to all children, whatever their ability and individual needs, providing a broad and balanced education. Through mathematics teaching, we provide learning opportunities that enable all pupils to make good progress.

Homework
Procedural fluency and number facts are set as a written weekly homework, including the four calculations, fractions, percentages and BODMAS. Parents are encouraged to work alongside their child at home. Number fact homework is via Numbots for Key Stage 1 and Times Tables Rock Stars for Key Stage 2.

Resources
- Maths manipulatives
- White Rose Resources whiteroseeducation.com/resources/maths/primary
- Youcubed youcubed - Inspire ALL Students with Open, Creative Mindset Mathematics
- NCTEM Home | NCETM
- Daily Set The Daily SET Puzzle | America's Favorite Card Games® (setgame.com)
- SAME BUT DIFFERENT MATH

Enriching Our Curriculum

- SMSC is developed in many ways such as looking at pattern, order and symmetry in the man-made and natural world, through the concept of sharing equally to make things fair and sharing classroom resources, negotiating and group problem solving.
- Small groups work together cooking in the kitchen - weighing, timing and estimating. We sometimes sell our produce and work out profits.
- We promote the history of maths e.g. Roman numerals and Islamic geometric patterns
- Learning about personal finance in a Life Skills session

Impact

We measure the impact of our maths work in several ways. There is continuous formative assessment within the daily and unit teaching sequence i.e. through teacher questions and observations. Teachers will mark or monitor the mathematics books during or soon after each lesson, to ensure that rapid intervention can take place in the following lesson when appropriate, or during mathematics catch-up sessions.
Formative assessment strategies are used within KS2 lessons to give pupils ownership of their mathematics learning during independent activities; here pupils will choose to work independently when confident; work alongside their peer when they need reassurance; or work alongside a teacher when they are unsure.

- Maths Mastery curriculum is at the heart of the maths learning at Sandlings
- Children are familiar with the mastery models presented in lessons, and draw upon these tools to solve calculations or problems, eg bar model, place value charts, tens frames etc.
- Marking and feedback, shows teachers and children can identify areas to address and next steps needed.
- Lessons are well sequenced and caters to the needs of mixed age classes.
- Reasoning and problem solving activities develop perseverance and risk-taking.

- Children work collaboratively to support each other and develop their own understanding.

Every term, pupils in Years 1-5 complete a PUMA assessment task to support teacher assessments and to use as a comparison to national standardisation and Hodder scores to determine attainment and progress. Year 6 complete at least three Practice SATs papers and do not complete the Summer Term PUMA.
Teachers record pupils' attainment throughout the term onto our assessment tracker against national curriculum objectives; to assess whether pupils are on track to meet our expectations by the end of each milestone, ensuring teachers are monitoring progress and identifying strengths and areas for development within the class.

We report on pupils' achievement, attainment and progress in an annual summer report to parents and autumn and spring term parents' evenings and mid-term reports.