Maths Policy

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Version	Date	Author	Change Description
V1	April 2027	Alison King	

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Rationale

At Sandwich Infant School, we believe that mathematics is an essential life skill and a creative and highly interconnected discipline that enables children to make sense of the world around them. We aim to provide a high-quality mathematics education that equips pupils with fluency, reasoning and problem-solving skills, fostering confidence and enjoyment in mathematics from the earliest stages of learning.

We are committed to ensuring that all children develop a secure understanding of mathematical concepts and can apply their knowledge across the curriculum and in everyday situations.

Aims

Through the teaching of mathematics, we aim to:

- Develop positive attitudes towards mathematics and confidence in using mathematical skills.
- Promote enjoyment, curiosity and resilience when solving mathematical problems.
- Ensure children become fluent in the fundamentals of mathematics.
- Enable children to reason mathematically and explain their thinking using appropriate mathematical language.
- Develop children's ability to solve problems by applying their mathematical knowledge in a range of contexts.
- Ensure progression in mathematical knowledge, skills and understanding throughout the school.
- Provide equal opportunities for all pupils to achieve success in mathematics.

Statutory Requirements

The teaching and learning of mathematics is guided by:

- The National Curriculum for England (2014)
- The Early Years Foundation Stage (EYFS) Framework
- NCETM guidance where appropriate

Teaching and Learning

Mastery Approach

At Sandwich Infant School, mathematics is taught through a mastery approach. We believe all children can achieve in mathematics through high-quality teaching, carefully structured learning sequences and appropriate support and challenge.

Key principles of our mastery approach include:

- Small steps progression
- Deep conceptual understanding
- Mathematical reasoning
- Problem-solving opportunities
- Use of precise mathematical language
- Representation and structure
- High expectations for all learners

Children are encouraged to explain their thinking, make connections between concepts and develop secure understanding before moving on to new learning.

Power Maths

The school uses the Power Maths progression for teaching mathematics in reception, Year 1 and Year 2.

Power Maths provides:

- A coherent and carefully sequenced curriculum
- Small-step progression in learning
- Opportunities for fluency, reasoning and problem solving
- Variation and challenge to deepen understanding
- Concrete, pictorial and abstract representations (CPA approach)
- Regular opportunities for mathematical discussion

Teachers use Power Maths as the basis for planning while adapting lessons to meet the needs of their classes.

Mastering Number

To further strengthen children's number sense and fluency, the school participates in the **NCETM Mastering Number Programme**.

Mastering Number is used to supplement the daily mathematics curriculum and supports children in developing:

- Secure understanding of number
- Fluency in calculation
- Flexibility with number facts
- Mathematical confidence
- Understanding of composition and structure within numbers

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Short daily sessions are delivered in Reception, Year 1 and Year 2, ensuring children build strong foundations in number that support future mathematical learning. We also use mastering number as a tool for delivering maths interventions in small groups for children who require extra support with understanding number concepts.

Mathematics in the Early Years Foundation Stage (EYFS)

In EYFS, mathematics is taught in accordance with the Early Years Foundation Stage Framework and follows the Power Maths scheme and progression.

The development of mathematical understanding is supported through:

- Adult-led teaching sessions
- Continuous provision
- Practical exploration
- Mathematical talk
- Play-based learning
- Problem-solving opportunities
- Real-life contexts

Children develop understanding across the two areas of mathematical learning:

Number

Children learn to:

- Develop a deep understanding of numbers to 10
- Count confidently and accurately
- Understand numerical patterns
- Compare quantities
- Explore number bonds and relationships

Numerical Patterns

Children learn to:

- Recognise, create and extend patterns
- Understand spatial reasoning
- Explore shape, space and measure
- Identify relationships between numbers

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Staff use ongoing assessment and observation to plan next steps and ensure progression. Mathematical opportunities are embedded throughout the learning environment to encourage exploration and independent application of skills.

Mastering Number forms an integral part of the mathematics provision within Reception, supporting children's early number development.

Calculation Policy

The school follows a progressive calculation policy that ensures consistency across year groups.

Children are taught:

- Mental calculation strategies
- Number facts and recall
- Efficient written methods
- Appropriate use of concrete and pictorial representations before abstract methods

Progression in calculation follows the expectations outlined in Power Maths and the National Curriculum.

Mathematical Vocabulary

The development of mathematical language is a priority across the school.

Children are encouraged to:

- Use correct mathematical vocabulary
- Explain and justify their reasoning
- Engage in mathematical discussions
- Ask and answer questions using mathematical language

Vocabulary is explicitly taught and displayed within classrooms.

Assessment

Assessment is used to inform teaching and ensure all pupils make progress.

Assessment includes:

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Formative Assessment

- Daily questioning
- Observation
- Pupil discussion
- Feedback during lessons
- Review of work

Summative Assessment

- Teacher assessment against National Curriculum objectives
- EYFS Profile assessments in Reception

Children's engagement and attainment in lessons are tracked on an assessment grid in order for teachers to use to identify children requiring additional support or further challenge.

Inclusion

We believe all children can achieve success in mathematics.

Teachers provide:

- Appropriate scaffolding
- Targeted intervention
- Practical resources and representations
- Additional challenge for pupils who demonstrate secure understanding

Children with SEND, disadvantaged pupils and those with English as an Additional Language are supported through adaptive teaching strategies to enable full participation and progress.

Cross-Curricular Opportunities

Mathematics is promoted across the curriculum through links with:

- Science
- Computing
- Geography
- Design and Technology
- Physical Education

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Children are encouraged to apply their mathematical understanding in meaningful and real-life contexts.

Role of the Mathematics Subject Leader

The Mathematics Subject Leader is responsible for:

- Leading and developing mathematics across the school
- Monitoring teaching and learning
- Supporting staff development
- Reviewing assessment information
- Managing resources
- Keeping up to date with national developments
- Promoting high standards and positive attitudes towards mathematics

Monitoring and Review

This policy will be reviewed regularly to ensure it reflects current statutory requirements, school priorities and best practice in mathematics education.

The impact of the policy will be monitored through:

- Lesson observations
- Learning walks
- Book looks
- Pupil voice
- Assessment outcomes
- Staff feedback

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