



Galley Hill Primary School & Nursery

Mathematics Policy

**Ratified at a meeting of the
Teaching and Learning Committee**

Signed: *B. Mackenzie*

Name: Bob Mackenzie

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At Galley Hill Primary School and Nursery, we aim to develop children's mathematical understanding, so that all children become resilient, confident and skilled mathematicians, who embrace challenges. Through our Maths curriculum, we enable children to become fluent in the fundamentals of mathematics, reason mathematically and solve problems. From Nursery to year 6, we provide opportunities for mathematical exploration, building on prior learning and making mathematical connections so that children can know more and remember more. This provides children with the skills to become capable and competent mathematicians, equipping them for future success in secondary school and adult life.

Planning and Teaching

At Galley Hill Primary School and Nursery, we use the National Curriculum and White Rose Maths to inform our planning and teaching, ensuring coverage, consistency and challenge for all pupils. White Rose Maths is split into blocks and small steps to achieve greater understanding and enabling progression of skills.

White Rose Maths follows a mastery approach, which focuses on strong understanding of number, putting depth before breadth and focuses on fluency, reasoning and problem solving. It also follows the CPA approach:

- Concrete – using physical resources such as mathematical manipulatives and real-life objects to solve mathematical calculations.
- Pictorial – using diagrams and pictures to represent Maths, based on the concrete resources children have already encountered to solve mathematical calculations.
- Abstract – using numbers and symbols to solve mathematical calculations.

Manipulatives, speaking frames, smartboards and whiteboards, and various electronic and printed resources support an effective concrete-pictorial-abstract approach to mastering the subject. Explicit links are made between each stage so that children can make mathematical connections.

Lesson Structure

All classes have a daily Maths lesson and children are taught in mixed ability groupings. To ensure consistency and progression, we base our planning on White Rose Maths, teaching mathematical concepts through small steps and following the lesson structure outlined by the scheme. We adapt, scaffold learning and provide additional resources to suit the needs of the children and ensure that all children can access the learning. We

provide engaging lessons and activities as well as a supportive environment that celebrates successes and welcomes mistakes as an opportunity for learning. Children who grasp concepts quickly are given the chance to deepen their knowledge and understanding through additional reasoning and problem solving questions. All classrooms have a Maths working wall, which is updated regularly with the children. They also have access to manipulatives and mathematical resources.

All Maths lessons begin with a fluency starter. In EYFS and year 1 this is a number focus. In years 2-4, all Maths lessons start with times tables practise. In years 5 and 6, they do arithmetic starters each day.

Some children will receive Maths interventions, which predominantly focuses on understanding number, counting, learning number bonds, recall of multiplication and division facts and arithmetic procedures.

Fluency

Alongside this, children have 4 fluency sessions per week. In year 1, fluency sessions are based on the Mastering Number scheme, which aims to secure the foundations of good number sense. In years 2-6, Flashback 4 from White Rose is used for these sessions and teachers tailor the content to the needs of the children in their class. This develops children's efficient recall of facts and procedures as well as the flexibility to move between different contexts and representations of mathematics enabling children to become fluent, efficient and accurate mathematicians.

Assessment

Alongside White Rose, we use formative assessment in every lesson to inform planning and teaching. We also ensure that all work is marked before the next lesson and precision interventions are carried out when necessary. At the end of each block of learning, children complete assessments based on what they have just learnt. At the end of each term, years 2-6 complete arithmetic and reasoning Maths tests. Teacher assessments are also entered termly.

In the Summer Term, children in Year 4 are required to take a multiplication tables check (MTC) to determine whether pupils can fluently recall their times tables up to 12, which is essential for future success in mathematics.

Additionally, children in year 6 complete Statutory Assessment Tests (SATs), which includes an arithmetic paper and two reasoning papers.

The role of parents/carers

Every month, parents and carers have the opportunity to engage with their children's learning in Maths and look at their children's Maths books to keep up to date with what their child is currently learning. Alongside this, teachers share children's Maths learning at parents evening. Parents are also informed of their child's end of year Maths attainment in their school report.

Termly curriculum overviews are provided on the website, so that parents and carers are aware of what mathematical content is being taught.

Children also receive weekly Maths homework. In years 2-5 the Maths activity relates to times tables. In year 6, children complete a Maths activity relating to in class learning. Every child has access to Times Tables Rock Stars or Numbots from Maths Circle.

Outcome

As a result of our well planned and methodical Maths curriculum, children will have the skills to become capable and competent mathematicians in line with national expectations, equipping them for future success in secondary school and adult life.