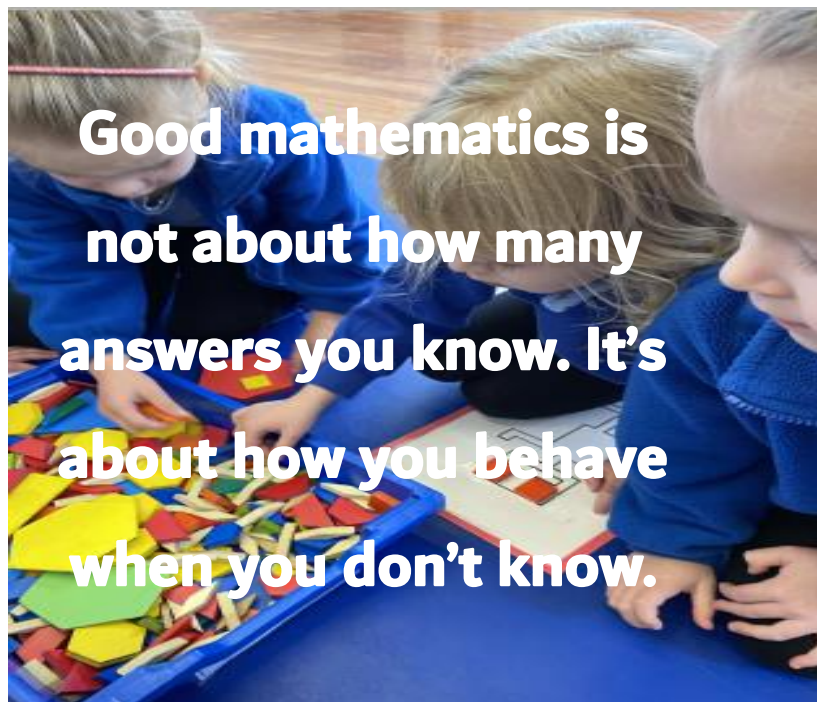




Mathematics Policy



**Good mathematics is
not about how many
answers you know. It's
about how you behave
when you don't know.**

Agreed by Governors: Spring 2026

To be reviewed: Spring 2028

Rationale and Intent

At Dothill Primary School we recognise the importance of mathematics to give our pupils the tools that they need for everyday life. We believe that mathematics is an essential life skill, which enables us to make sense of the world around us - from everyday tasks such as calculating the cost of our shopping and knowing what time to meet a connecting train to more complex needs, such as those required in physics, medicine, architecture and business. Because we understand its importance in the real world, we are committed to providing a high-quality maths curriculum to ensure that our children gain enjoyment in mathematics through a growing self-confidence in their ability, positively impacting on their mental wellbeing.

Our principle aims, following the National Curriculum in England for Mathematics are:

- For all children to be fluent in the fundamentals of mathematics
- For all children to reason and solve a range of problems
- For all children to be confident Mathematicians, who seek to challenge themselves without fear of failure

The core of our Mathematics curriculum is the National Curriculum for England, which is primarily supplemented by White Rose.

The curriculum has been specifically sequenced in a logical progression to ensure that new knowledge and skills build on what has been taught before: Early Years to Year 6. This, and regular opportunities to consolidate and practise prior learning, enables our pupils to know more and remember more. End points are clearly identified for each year group; time allocation has been carefully considered to provide children with opportunities to master key concepts.

All children have access to a high-quality, ambitious Mathematics curriculum that is both challenging and enjoyable and raises pupil's aspirations. We widen their horizons through a context rich curriculum, that gives purpose to their learning, through high expectations for every child to succeed.

Teaching and Learning

We expect that most pupils will progress through the programmes of study at a broadly similar pace. However, decisions about advancement are always guided by the depth of each pupil's understanding and their readiness for the next stage. Across the school, we foster resilience, enabling pupils to reason and solve problems with growing confidence. A strong emphasis on reading fluency supports pupils in comprehending texts and tackling mathematical problems with a clear grasp of vocabulary.

Foundation Stage

Our EYFS curriculum provides rich opportunities for children to develop a strong understanding of number and the essential foundations of mathematics. To give pupils the best possible start on their mathematical journey, we have adopted the NCETM's *Mastering Number* programme. Throughout the Foundation Stage, children engage in meaningful experiences that allow them to build and apply their mathematical understanding both indoors and outdoors.

Key Stage 1 and 2

In Key Stages 1 and 2, pupils develop fundamental mathematical skills through a structured approach: starting with practical resources, progressing to pictorial representations, and finally moving on to abstract concepts. Recognising that secure knowledge of multiplication tables is essential, we prioritise this understanding by providing regular opportunities for practice. To support this, pupils engage with Times Tables Rockstars at home, reinforcing their multiplication and division skills in an enjoyable and consistent way.

To build on the strong foundations established through *Mastering Number* in EYFS, pupils continue to develop their number sense through the programme from Years 1 to 5. This supplementary lesson complements their core maths provision, focusing on deepening number sense and strengthening fluency in multiplication and division facts. These skills enable pupils to become increasingly confident and flexible with numbers, demonstrating secure and adaptable mathematical understanding.

Maths lessons across the school follow a consistent structure, incorporating instructional, qualifying, and depth activities. This approach enables pupils to access tasks that develop fluency, problem-solving, and reasoning with increasing complexity. Practical apparatus, such as Numicon, and visual representations are used to secure understanding before moving to abstract concepts, and pupils are encouraged to independently select these resources to support their learning. Wherever possible, lessons are contextualised to engage pupils further, and regular opportunities are provided for discussion to strengthen oracy and reasoning skills. Additionally, our *Fluency Friday* sessions focus on practice and consolidation, helping pupils achieve automaticity and improve procedural fluency. Most lessons begin with a recap of prior learning to embed knowledge into long-term memory.

Within each lesson, teachers check pupils' understanding effectively and address misconceptions promptly. Our curriculum is designed and delivered to help pupils know more and remember more, with key concepts embedded in long-term memory so they can apply them fluently and confidently.

Curriculum Documents for Mathematics can be found on the curriculum pages of the school website:

<https://www.dothillprimaryschool.co.uk/key-information/curriculum>

- Maths Curriculum Statement
- Maths Calculation Policy
- Maths Progression Document EYFS/KS1
- Maths Progression Document Lower KS2
- Maths Progression Document Upper KS2

Planning

Each year group follows a yearly curriculum map that outlines the key areas of mathematics to be taught, ensuring sufficient time and coverage for every concept. Detailed medium-term planning supports teachers in sequencing progressive weekly lessons, allowing pupils time to master new ideas. These plans include key objectives, vocabulary, and suggestions for fluency, problem-solving,

and reasoning activities. Progression documents and the calculation policy underpin this planning, ensuring a consistent and challenging curriculum across the school.

Assessment

Assessment is embedded throughout the curriculum and used by staff to check pupils' understanding of key concepts. At the start of each lesson, teachers share the learning objective and success criteria, helping pupils understand what they are learning and the steps needed for success. Teachers assess pupils against these criteria through their application of taught knowledge in discussions, responses to questions, practical activities, and, where appropriate, written work. This process identifies gaps in knowledge and understanding, enabling teachers to respond effectively. We also value assessment as a powerful learning tool, providing opportunities for pupils to strengthen their memory through deliberate practice and retrieval.

Daily assessment tasks—such as recall starters, rapid knowledge checks, and *Flashback 4*—are used to strengthen memory by giving pupils opportunities to 'struggle' and make sustained efforts to retrieve information. This retrieval process reinforces memory and creates strong connections in learning. More formal assessments are conducted at the end of each term to support teacher judgements and inform future planning.

Recording

In EYFS, children's learning is recorded through photographs and pupil voice, which are stored electronically. In Year 1, pupils initially work collaboratively in a class book to support the transition to a more formal recording method. As the year progresses, they begin to record their work with increasing independence in their own maths books. From Year 2 onwards, pupils are expected to record their work independently in their own books.

Resources

All classrooms are equipped with a range of mathematical resources, including Numicon, counters, multi-link cubes, Dienes blocks, and bead strings, to support conceptual understanding. In Key Stage 1, Rekenreks are used to strengthen number sense, while additional support materials—such as hundred squares, digit cards, number lines, times tables grids, place value mats, and operation mats—are available to aid learning. Pupils in Key Stage 2 also benefit from individual maths toolkits. Further resources, including fraction walls, geometric shapes, measuring equipment, and construction materials, are stored centrally for use across the school.

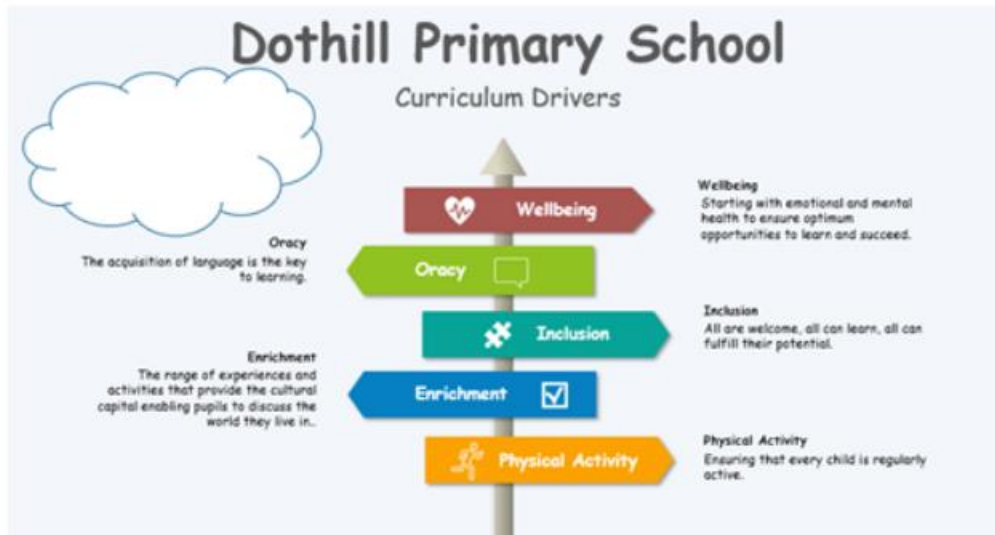
The role of the subject leader includes:

- Auditing, identifying, purchasing, and organising all maths resources to ensure they are readily available and well maintained.
- Documenting and reviewing agreed approaches through a written policy and a comprehensive scheme of work for mathematics.
- Advising and supporting staff in planning and teaching mathematics, while developing their subject knowledge.
- Monitoring the quality of teaching and learning through learning walks, work scrutiny, planning reviews, and pupil voice.
- Tracking pupil progress and monitoring outcomes.
- Using feedback from monitoring to create an action plan for mathematics with realistic, developmental targets.

- Reporting regularly to the Senior Leadership Team (SLT) and Governors.

Curriculum Drivers

At Dothill we have five curriculum drivers that are central to our school vision and ethos. They help to drive and shape the curriculum and are incorporated across all subjects and themes.



Enrichment opportunities are planned across the curriculum through a range of visits and visitors, organised by teachers to provide experiences that broaden pupils' understanding, enrich curriculum delivery with real-life contexts, and support the embedding and retrieval of learning. In mathematics, enrichment includes after-school clubs, engaging home resources, and visits from external organisations. For example, a recent visit from HSBC Bank staff involved all year groups in activities designed to develop understanding of money and budgeting.

Wellbeing: We place strong emphasis on a curriculum that nurtures the whole child. Guided by our core values—Ready, Respectful and Safe—we ensure that wellbeing is central to school life and key to raising academic success. Our pupils develop a clear sense of self-worth and purpose, with the confidence to make informed choices. In mathematics, this is fostered by encouraging children to 'have a go' without fear of failure. As their confidence grows and they experience success, enjoyment in learning mathematics positively impacts their mental wellbeing.

Oracy: Our curriculum aims to develop learners who can think critically, reason collaboratively, and use precise vocabulary to express their understanding. In mathematics, oracy is promoted through opportunities to reason and discuss learning. Pupils are encouraged to explain their strategies and justify their answers to peers, strengthening both their mathematical thinking and communication skills.

Physical Activity: The Sport England survey highlights that active children are happier, more resilient, and more trusting of others, with a positive link between physical activity and mental wellbeing, personal development, and community engagement. At Dothill, we integrate physical activity into mathematics by encouraging pupils to independently select resources within the classroom, incorporating *Calm Brain* or active breaks when needed, and providing opportunities for collaboration with talk partners across the room.

Inclusion: All pupils participate in mathematics, and we adopt a child-centred approach to adapt teaching to meet individual needs.

- We make the following adaptations to ensure all pupils can access the curriculum:
 - Differentiating the curriculum through grouping, 1:1 support, varied teaching styles, and tailored lesson content.
 - Adapting resources and staffing to provide appropriate support.
 - Using recommended aids, such as laptops, coloured overlays, visual timetables, larger fonts, and other accessibility tools.
 - Differentiating teaching strategies, including extended processing time, pre-teaching key vocabulary, reading instructions aloud, and using visual cues alongside verbal instructions.
- Our inclusive practice is further informed by the *NASEN Teacher Handbook: SEND (2021)*, which guides specific adaptations for each curriculum area.

Spiritual, Moral, Social and Cultural Development

We recognise that the personal development of pupils, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve. Through our maths curriculum we aim to provide pupils with opportunities to explore and develop their own values while developing a positive and caring attitude towards others.

Use of ICT

Information and Communication Technology (ICT) plays a key role in enhancing the teaching of mathematics. Interactive whiteboards allow teachers to access a wide range of online resources to support whole-class and group activities. When activities involve ICT, evidence should be recorded in children's books—this could include a photograph, a screenshot of the website, or a printout of the activity.

ICT is further integrated through the use of subscribed platforms such as White Rose Maths, Mastering Number, Numbots, and TT Rockstars, which are used both in school and at home to reinforce learning. In the Early Years Foundation Stage (EYFS), children's work is collated and stored electronically to provide a comprehensive record of progress.

Online Safety

As part of our commitment to safeguarding, online access during lessons is carefully planned for and monitored. Pupils may use specific content, videos, models, images on the computer. These will be carefully selected by the teacher to ensure that they are appropriate and safe. SENSO software is used across school to monitor and manage computer activity on any computer device.

Equal Opportunities

Equal opportunities are a key consideration in the teaching strategies we employ and the resources we provide. Through careful curriculum planning, we ensure that all pupils—respecting their culture, religion, and background—have equitable access to every aspect of school life. This includes all areas of the curriculum, extracurricular activities, school grounds, equipment and resources, as well as opportunities to engage with staff and contribute meaningfully to whole-class and group work.

Impact

- **Pupil Engagement:** Our pupils enjoy mathematics and can articulate its relevance to everyday life, as well as how it supports their future aspirations and career choices.

- **Knowledge and Skills:** Pupils develop a secure understanding of mathematical concepts and skills, preparing them effectively for the next stage of their education.
- **High Expectations:** Teachers maintain high expectations for all pupils, reflected in the consistently high standards of work that pupils take pride in producing.
- **Teacher Expertise:** Teachers demonstrate strong subject knowledge and make effective use of available resources to plan well-structured, engaging lessons.
- **Leadership and Improvement:** Subject leaders have a clear understanding of the school's strengths and areas for development, driving continuous improvement to ensure we achieve the highest standards possible.