



Pilgrims' Way Primary School

Mathematics Policy



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Reviewed and Agreed:	Spring Term 2026
Next review:	Spring Term 2027

Aims

- An in-depth understanding of mathematical concepts.
- A positive attitude towards maths.
- Competence and confidence in mathematical knowledge, concepts and skills.
- To become fluent in the fundamentals of maths.
- Initiative and an ability to work both independently and in cooperation with others.
- An ability to communicate mathematically.
- An ability to use and apply maths across the curriculum and in real life.

Teaching for mastery

We work in collaboration with The Kent and Medway Maths Hub and our curriculum is influenced by the NCETM:

The 5 Big Ideas:

- Coherence,
- Variation,
- Fluency,
- Representation and Structure,
- Mathematical Thinking

The Essence of Teaching for Mastery:

- Maths teaching for mastery assumes everyone can learn and enjoy maths.
- Mathematical learning behaviours are developed such that pupils focus and engage fully as learners who reason and seek to make connections.
- Teachers continually develop their specialist knowledge for teaching maths, working collaboratively to refine and improve their teaching.
- Curriculum design ensures a coherent and detailed sequence of essential content to support sustained progression over time.
- Lesson design links to prior learning to ensure all can access the new learning and identifies carefully sequenced steps in progression to build secure understanding.
- Examples, representations and models are carefully selected to expose the structure of mathematical concepts and emphasise connections, enabling pupils to develop a deep knowledge of maths.

- Procedural fluency and conceptual understanding are developed in tandem because each supports the development of the other.
- It is recognised that practice is a vital part of learning, but the practice must be designed to both reinforce pupils' procedural fluency and develop their conceptual understanding.
- Pupils are taught through whole-class interactive teaching, enabling all to master the concepts necessary for the next part of the curriculum sequence.
- In a typical lesson, the teacher leads back and forth interaction, including questioning, short tasks, explanation, demonstration, and discussion, enabling pupils to think, reason and apply their knowledge to solve problems.
- Use of precise mathematical language enables all pupils to communicate their reasoning and thinking effectively.
- If a pupil fails to grasp a concept or procedure, this is identified quickly, and gaps in understanding are addressed systematically to prevent them falling behind.
- Significant time is spent developing deep understanding of the key ideas that are needed to underpin future learning.
- Key number facts are learnt to automaticity, and other key mathematical facts are learned deeply and practised regularly, to avoid cognitive overload in working memory and enable pupils to focus on new learning.

Mathematics curriculum

Mathematics is a core subject in the 2014 National Curriculum. At Pilgrims' Way we use the White Rose scheme of learning to support our teaching of maths mastery from years 1-6. The White Rose scheme is a spiral curriculum where learning is built upon sequentially to guarantee that children learn more and remember more. Units of learning are blocked and build on children's knowledge, skills and understanding throughout and across year groups. Overviews for each year group identify the objectives to be taught and break them down into small steps. Teachers personalise these materials as appropriate for their classes and show how they will teach maths across the week, developing a thorough progression of learning through a topic. White Rose supports children in Reception with their learning of shape, space and measure.

Mastering Number

Mastering number is a programme, provided by the NCETM to secure firm foundations in the development of good number sense for all children from Reception through to Year 1 and Year 2. In Reception, this makes up most of their daily mathematics lessons, where they are taught in short bursts; using key vocabulary, promoting talk and allowing them to focus on what makes the number. Mastering number is further utilised in Years 1 and 2, in addition to their daily mathematics lessons, which allows for key knowledge and understanding to become fluent and secure their number sense

Resources

There is a range of resources to support the teaching of mathematics across the school. We use manipulatives to support the practical development of the learning; such as: Numicon, Base 10, interlinking cubes and place value counters and grids. Maths displays are used primarily to support children's learning. Teachers use maths learning walls to clearly demonstrate progression and deepening of learning through a topic of work. The CPA (Concrete, Pictorial and Abstract) approach is used regularly across the maths curriculum, meaning that resources play an important role in all that the children learn.

Inclusion

Pilgrims' Way Primary school is an inclusive and diverse primary school in the centre of Canterbury, which teaches pupils from the ages of 3-11. We provide an irresistible, broad and balanced curriculum to meet the needs of all our pupils.

The curriculum is designed to make learning relevant and meaningful by embedding context and activating pupil's prior knowledge. Pupils are given opportunities to demonstrate their learning through cultural and personal links. Mainstream Core Standards are used to support all children's access to the curriculum with learning scaffolded to support learners' diverse needs. Teaching opportunities across the curriculum are designed to develop language and literacy so that pupils become fluent in the academic language of the primary curriculum.

We actively liaise with parents to help them support their children's learning.

Roles and Responsibilities of the Subject Leader

The subject leader is an experienced teacher who is responsible for:

- **Strategic Leadership:** Set a vision and direction through the development of an improvement plan, aligned with the school's Priority Improvement Development Plan and maintain focus on this plan throughout the year.
- **Monitoring:** Develop a plan of subject monitoring throughout the year.
- **Teaching Support:** Provide guidance to colleagues on teaching strategies and practices specific to their subject.
- **Professional Knowledge:** Stay informed about current developments and trends in the subject area.
- **Planning:** Provide medium-term plans to ensure consistency and coherence across the school and to ensure coverage of the National Curriculum.
- **Resource management:** Provide efficient resource management for the subject.

Assessment and recording

See assessment policy

Monitoring and review

Monitoring of the standards of children's work and of the quality teaching in maths is the responsibility of the maths subject leader. The work of the maths subject leader also involves supporting colleagues in the teaching of math, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The mathematics subject leader gives the head teacher an annual summary and annual action plan in which they evaluate strengths and weaknesses in the subject and indicates areas for further improvement. Progress in maths is analysed at regular points during the year and in the headteacher's report to the governing body which is produced three times per year. As an academy we have built a Maths peer group across the trust, acting as a *critical friend*, to support, challenge, mentor and work together to ensure an irresistible maths curriculum is delivered and children make suitable progress.