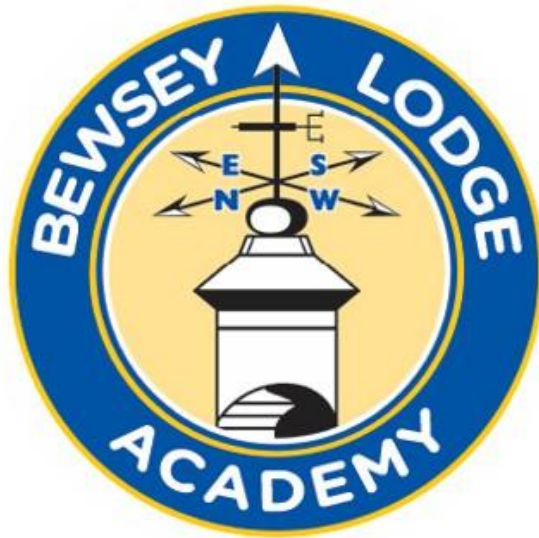


Bewsey Lodge Academy



Mathematics Policy

Reviewed by Governors	
Reviewed by staff	
Date of implementation	September 2026
Date of Review	September 2029
Signed by Chair	N. Spencer
Signed by Co-ordinator	N. Muia

Our safeguarding mission statement

Our mission is to ensure that all children and adults are safe from harm at all times and can thrive in an environment which is secure and free from abuse or bullying of any kind.

We work hard in creating a welcoming atmosphere, which develops the social and emotional needs of everyone; supporting, questioning, loving. At our school people are nurtured, valued and treated equally. Worries, concerns and thoughts are listened to and addressed in an environment of mutual respect.

At our school we are proud to feel:

SAFE

SECURE

LOVED

Maths

Introduction:

This policy outlines the aims, organisation and management for the teaching and learning of mathematics at Bewsey Lodge Primary School. It is based on the 2014 National Curriculum (NC) programmes of study (PoS). The EYFS profile is used for children at foundation stage.

Purpose and Aims:

The purpose of this policy is to ensure that all staff members are able to implement the teaching of maths to a high standard in order for all pupils to achieve the best of their ability. Consequently, it is fundamental that all basic skills are embedded, before advancing onto more complex objectives, in order for children to successfully develop and progress in their learning. Nevertheless, the expectation is that the majority of pupils will move through the programmes of study at broadly the same pace. Decisions about when to progress should always be based on the security of pupils' understanding and their readiness to progress to the next stage. Pupils who grasp concepts more rapidly should be challenged through being offered rich and sophisticated problems before any acceleration through new content. Those who are not sufficiently fluent with earlier material should consolidate their understanding, including through additional practice (in lessons and as an intervention) before moving on.

Our aims in teaching mathematics are:

- To equip pupils with the basic mathematical skills they need in order to become fluent in number.
- To develop children's ability to accurately apply the fundamentals of mathematics when solving problems.
- To enable pupils to express themselves and their ideas using the language of mathematics with assurance. Reason mathematically.
- To promote enjoyment of learning through practical activity, exploration and discussion.
- To develop positive attitudes to mathematics, recognising that mathematics can be both useful and enjoyable.
- To nurture a fascination and excitement of mathematics.
- To promote confidence and competence with numbers and the number system.
- To be able to use and apply the skills in other curricular areas.
- To help children understand the importance of mathematics in everyday life.

Leadership and Management:

The subject leader's role is to empower colleagues to teach maths to a high standard and support staff in the following ways:

- By keeping up to date on current issues; disseminating relevant information and providing training for staff members (either directly or through other professionals).
- Leading by example / modelling lessons or styles of teaching.
- Having a knowledge of the quality of mathematics provision across the school.
- Identifying and acting on development needs of staff members.
- Monitoring expectations, provision and attainment across the school and providing feedback to develop practice further in order to raise standards.
- Providing necessary equipment and maintaining it to a high standard. Resources kept both centrally and within the classrooms (in clearly labelled trays).

Organisation:

- The EYFS profile and Maths No Problem 'Foundations' are used for children at foundation stage. At this age, pupils experience mathematics on a daily basis. This early introduction to mathematics will generally be undertaken orally and often in the context of a class theme, e.g. a particular story. Opportunities for mathematics should be developed through daily routines and all areas of learning.
- During the first half of the Autumn Term, teaching in Key Stage 1 will prioritise the consolidation and secure understanding of key number concepts that underpin the statutory curriculum. This approach recognises that children enter Year 1 with varying levels of mathematical understanding, and that secure prior knowledge is essential for future success.
- Maths No Problem is used to teach a typical daily mathematics lesson of 60 minutes from Year 1 to Year 6. (Year 1 and 2 - from Autumn 2)
- Throughout school, we develop cross-curricular teaching and learning wherever possible (when this is valuable and enhances knowledge and understanding), however we understand that often, sessions need to be taught discretely.

Teaching strategies:

In order to provide the children with active and stimulating learning experiences, a variety of teaching and learning opportunities are adopted:

- Singapore Maths was introduced in November 2015 to promote concrete, pictorial and abstract learning opportunities from Year 1 – Year 6.
- In September 2021 Singapore Maths was also introduced to the Reception curriculum with bespoke activities.
- 'Building Strong Foundations in Number' was introduced in September 2026 so that key number concepts are prioritised in Key Stage 1 during the autumn first half term (see appendix 1).
- Wherever possible practical 'real' activities are used to introduce concepts and reinforce learning objectives.
- Opportunities to transfer skills learnt, to real situations, are used whenever possible.
- Activities are planned to encourage the full and active participation of all pupils.
- Teachers differentiate tasks throughout the lesson in order to meet the needs of all abilities.
- Teachers place a strong emphasis on correct use of mathematical language; this is supported by key vocabulary being displayed.
- Teachers value pupils' oral contributions and create an ethos in which all children feel they can contribute.
- Children may work individually on a task, in pairs or in a small group, depending on the nature of the activity.

Environment:

It is important that the classroom environment supports both the learning and teaching of mathematics. The school aims to provide a mathematically stimulating environment:

- through accessible mathematical vocabulary displayed in and around the classroom;
- through the use of maths within role play areas;
- through interactive displays that promote mathematical thinking and discussion;
- through displays of pupils' work that celebrate achievement;
- by providing a good range of resources for teacher and pupil use.

Monitoring and Evaluation:

The quality of teaching and learning is monitored by the by SLT - as part of the appraisal process through lesson observations and monitoring progress and attainment towards end of year targets. In addition, continuity and progression across the school is monitored by the maths/assessment subject leader as is the implementation and impact of Assessment for Learning. Actions identified in the SDP and Maths Action Plan, intended to raise standards, are also monitored for implementation and, when appropriate, impact.

Assessment, Recording and Reporting:

Assessment takes place at three connected levels: short-term, medium-term and long-term. These assessments are used to inform teaching in a continuous cycle of planning, teaching and assessment.

Formative assessments:

'Assessment for Learning' is fundamental to raising standards and enabling children to reach their potential. Assessment in mathematics takes place daily using a range of strategies such as marking and feedback of work and verbal discussions with children. This information informs subsequent planning and next steps in teaching and learning. Planning is annotated to demonstrate adaptations and provide feedback about children's individual/group progress.

Summative assessments:

These take place termly (or where the class teacher feels necessary), using existing SATs papers (Y2 and Y6), Nfer testing and/or other appropriate material. Results are collated by the maths/assessment coordinator and passed to SLT who use this data to inform Pupil Progress Meetings with class teachers.

Equal Opportunities/Inclusion:

All pupils will have equal opportunity to reach their full potential across the mathematics curriculum regardless of their race, gender, cultural background, ability or physical disability. The school's inclusion policy applies to the teaching of mathematics as to all other subjects. All children will have their specific needs met through differentiated work in conjunction with targets on Individual Education Plans (IEPs).

Appendix 1

Building Strong Foundations in Number

Moving from EYFS to Year 1

During the first half of the Autumn Term, teaching in Year 1 will prioritise the consolidation and secure understanding of key number concepts that underpin the statutory curriculum. This approach recognises that children enter Year 1 with varying levels of mathematical understanding, and that secure prior knowledge is essential for future success.

By revisiting and embedding fundamental concepts such as counting principles, number recognition, number composition, comparison and early place value, we ensure that all pupils develop deep conceptual understanding before new learning is introduced. This provides a strong foundation on which pupils can confidently build the more complex knowledge and skills required by the Year 1 National Curriculum.

Our approach is informed by research demonstrating that secure understanding of early number is the strongest predictor of later mathematical attainment. Time invested in strengthening these foundations enables children to develop fluency, confidence and mathematical reasoning, reducing misconceptions and supporting long-term progress throughout Key Stage 1 and beyond.

Prior Learning Outcomes – Number and Place Value (Pre-Year 1)

- Count reliably forwards and backwards within 20, starting from any number, and 100.
- Count a set of objects accurately, touching or moving each object once and knowing that the last number counted tells how many there are (cardinality).
- Read, recognise and write numerals to 100.
- Match numerals to quantities using practical resources and pictures.
- Compare quantities and numbers within 20 using the language more than, fewer than, equal to, greater than and less than (and 100).
- Find one more and one less than any number within 20 using practical equipment and number lines.
- Order numbers within 20 from smallest to largest and largest to smallest, and 100.
- Recognise and explain the composition of numbers within 10 and 20, including number bonds and different ways to make each number.
- Begin to count confidently in 2s, 5s and 10s using practical activities, patterns and songs.
- Represent numbers in different ways using objects, ten frames, part-whole models, number lines and simple pictorial representations.
- Addition and Subtraction within 10 and 20.
- Counting in 2s, 5s and 10s.

Why these?

These outcomes develop the essential understanding that children need before moving on to the statutory Year 1 objectives:

- secure counting principles
- cardinality
- number recognition
- comparison
- ordering
- number composition
- early place value understanding
- flexible representations of number

They are also closely aligned with the EYFS Mathematics Educational Programme, the NCETM Mastering Number approach, and the DfE Ready-to-Progress Criteria, making them an excellent foundation for a Year 1 curriculum.

Moving from Y1 to Y2

During the first half of the Autumn Term, teaching in Year 2 will prioritise the consolidation and secure understanding of the key number concepts taught throughout Year 1 before progressing fully into the Year 2 National Curriculum. Although pupils will have completed Year 1, they enter Year 2 with varying levels of mathematical understanding, and it is essential that core knowledge is secure to enable success with increasingly complex mathematical concepts.

By revisiting and embedding fundamental ideas such as counting, place value, number composition, addition and subtraction, and the use of practical resources, we ensure that pupils develop fluency, confidence and conceptual understanding before extending their learning. This enables children to approach Year 2 mathematics with greater independence, accuracy and flexibility.

Our approach is informed by research demonstrating that secure understanding of number and place value is one of the strongest predictors of later mathematical success. Investing time in strengthening these foundations reduces misconceptions, supports mathematical reasoning and problem solving, and prepares pupils for the increased expectations of the Key Stage 1 curriculum and beyond.

Prior Learning Outcomes – Number and Place Value (Pre-Year 2)

Children will consolidate their understanding of the Year 1 National Curriculum by being able to:

- Count forwards and backwards confidently to and beyond 100, beginning from any given number.
- Read, recognise, write and order numbers to and beyond 100.
- Compare numbers using the language greater than, less than and equal to, using the symbols $<$, $>$ and $=$.
- Identify one more and one less than any number within 100.
- Understand the place value of two-digit numbers, recognising the number of tens and ones using practical resources.
- Represent numbers using Dienes blocks, place value counters, ten frames, bead strings, number lines and pictorial representations.
- Partition and recombine two-digit numbers into tens and ones in different ways.
- Count confidently in 2s, 5s and 10s forwards and backwards, recognising patterns within the number system.
- Recall and apply number bonds within 10 and 20 fluently.
- Add and subtract one-digit and two-digit numbers without regrouping (renaming/exchanging) using concrete resources, pictorial representations and mental strategies.
- Solve simple addition and subtraction problems using practical equipment, drawings and number sentences.
- Use practical equipment to make equal groups, share and group objects, recognising these as the foundations of multiplication and division, and solve simple problems involving counting in equal groups, arrays and repeated addition.
- Explain their mathematical thinking using appropriate mathematical vocabulary.

Why these?

These outcomes strengthen the essential understanding that children need before moving on to the statutory Year 2 objectives, including:

- secure counting fluency beyond 100
- confident understanding of place value within two-digit numbers
- flexible partitioning of numbers into tens and ones
- fluent counting in multiples of 2, 5 and 10
- secure number bonds and mental calculation strategies
- conceptual understanding of addition and subtraction without regrouping
- early multiplication and division through equal groups, sharing, grouping, arrays and repeated addition
- effective use of concrete, pictorial and abstract representations
- growing mathematical reasoning and confidence
- These outcomes are closely aligned with the Year 1 National Curriculum, the NCETM Mastering Number programme, the DfE Ready-to-Progress Criteria and the Teaching for Mastery approach. They provide pupils with the secure mathematical foundations required to access the Year 2 curriculum successfully, including addition and subtraction with exchange, multiplication and division, fractions, measurement and problem solving.