Holy Trinity CofE Primary School

Maths Policy

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Vision Statement

At Holy Trinity we believe that all people are precious and honoured in God's sight. From this belief comes a determination for all within our community to experience life in all its fullness, as promised by Jesus.

We embrace the holistic development for all in our community so that they may flourish academically, emotionally, and spiritually.

All that we do is underpinned by the modelling and promotion of six core values. These are: Justice, Service, Perseverance, Gratitude, Compassion, Courage and build on previous values of Peace, Hope, Friendship, Respect, Honesty and Forgiveness.

We offer a vision of human flourishing for all, one that embraces excellence and academic rigor, but sets them in a wider framework.

Statement of intent

At Holy Trinity C of E Primary School, our intent is to provide a high-quality mathematics education that equips all children with the skills and understanding necessary to become confident and competent mathematicians. We aim to foster a rich mathematical culture that encourages curiosity, resilience, and a love for numbers. Our curriculum is designed to develop critical thinking, problem-solving abilities, and a deep conceptual understanding of mathematical principles through:

Our curriculum is rooted in our school drivers of possibilities, questioning and spirituality. We encourage children to see mathematics as a subject full of possibilities, where there are multiple strategies and solutions. Through skilled questioning, we deepen understanding, challenge thinking and promote reasoning. Pupils are encouraged to make meaningful links within mathematics and across the wider curriculum, connecting new learning to prior knowledge and recognising patterns and relationships between concepts. By making these connections, children develop a deeper understanding of mathematics and its relevance to the world around them, whilst fostering curiosity and appreciation of the order and patterns found within it.

Varied Fluency, Reasoning, and Problem-Solving: We adhere to the national curriculum and aim to cover the three strands of the maths curriculum. Our programme encourages varied fluency in mathematical concepts, challenging pupils to apply their knowledge in different contexts and to achieve fluency and proficiency in essential mathematical skills, including number operations, algebra, geometry, measurement, and data handling. We emphasise mathematical reasoning and strategic thinking, enabling children to become independent and reflective learners.

Growth Mind-set: We cultivate a growth mind-set ethos, inspiring children to view challenges as opportunities for learning and perseverance. Teachers help pupils articulate their thought processes and approaches, reinforcing the understanding that perseverance and resilience are key components of mastery.

Inclusivity: All pupils, regardless of their starting points, background, or abilities, are given access to a broad and balanced mathematics curriculum that promotes equity and excellence. Our inclusive curriculum

meets the diverse needs of all learners, including those with special educational needs and disabilities (SEND) and those who are disadvantaged. We implement targeted support, such as personalised learning objectives, additional tutoring, and intervention sessions, to ensure that every pupil can access the curriculum content, promoting equity in mathematical learning.

Implementation

To achieve our intent, we implement the curriculum through careful planning, skilled teaching, and effective assessment practices:

Structured Planning: Our maths curriculum is meticulously planned following the White Rose Scheme, ensuring a progressive build-up of knowledge and skills. We follow a mastery approach, breaking learning into small, manageable steps, allowing pupils to fully grasp concepts before advancing. Teachers explicitly support pupils in making links between current and previous learning, helping them build secure mathematical schemas over time. Key concepts are revisited and connected across year groups to strengthen retention and deepen understanding.

Engaging Teaching Methods: Lessons are delivered using a variety of pedagogical strategies, including direct instruction, collaborative learning, and hands-on activities. Each lesson actively involves pupils in their learning, fostering dialogue and exploration. We have explicit problem-solving lessons which exposes our children to a wide range of problems, teaching them problem solving strategies. Teachers use purposeful questioning throughout lessons to probe understanding, challenge misconceptions and deepen thinking.

Clear Lesson Structure:

In Early Years Foundation Stage (EYFS) we follow the guidance from the NCETM (National Centre for Excellence in the Teaching of Mathematics) framework, ensuring children develop a strong grounding in number and numerical patterns. Mathematics in EYFS is delivered through a balance of adult-led teaching and purposeful play. Drawing on NCETM principles, teaching focuses on depth of understanding, secure number sense, and the use of consistent representations and mathematical talk. Children are

encouraged to explore, investigate and talk about mathematics in meaningful contexts.

In KS1 and KS2 we follow a structure across school to ensure continuity and consistency.

Each lesson will begin with a Quick Quiz which recaps prior learning from last lesson and previous year groups.

We then use an Anchor question to assess children's current understanding of the learning intention. Pupils who demonstrate a secure understanding are challenged with an open-ended problem to solve independently (Gold). These open-ended opportunities encourage children to explore different strategies, think critically and recognise the possibilities within mathematics. Class teachers then deliver whole class teachings using a range of representations, resources and questioning techniques to develop understanding. A Hinge Question will then be used to assess pupils' understanding following teacher input. Children then complete appropriately differentiated tasks (Bronze / Silver) to further develop and apply their learning.

To support pupils in mastering their times tables across year groups, regular sessions such as Fluency Bee are implemented throughout the year. Alongside daily retrieval opportunities within maths lessons, these sessions develop rapid recall, confidence and fluency in multiplication and division facts.

Use of Resources: We utilise both digital and physical resources, such as manipulatives and interactive software, to enhance understanding and provide varied learning experiences. We follow the CVA approach where children can demonstrate mastery using concrete, visual and abstract methods.

Professional Development: Our teaching staff engage in regular professional development, sharing best practices and strategies for delivering an outstanding maths curriculum.

Ongoing Assessment: Formative assessments is embedded within daily practice through the use of Quick Quizzes, Anchor Questions and Hinge Questions to monitor pupils' progress. We use this data to inform our teaching, address misconceptions and adapt learning to meet the needs of

all pupils. It also helps identify where a 'Closing the Gap' intervention is required. Summative assessments are completed at the end of every 12-week cycle and are analysed to inform medium term planning, evaluate progress and identify any additional support needed.

Impact

The impact of our high-quality mathematics curriculum is evident through:

Pupil Attainment: A significant proportion of our pupils achieve age-related expectations in mathematics (79% at end of KS2 2025). Our assessments indicate that children demonstrate a solid understanding of key concepts and show increased fluency over time. Progress data shows the majority of our child make the expected progress across school.

Pupil Engagement: Observations indicate high levels of engagement and enthusiasm for mathematics across all year groups. Pupils demonstrate a positive attitude towards learning, evident through their willingness to tackle challenges and participate in discussions.

Enhanced Skills: Our pupils exhibit improved reasoning and problem-solving skills, applying a range of strategies to various problems. Children are developing the ability to articulate their reasoning and use mathematical reasoning to explain answers.

Positive Attitudes: Pupil conferencing reveal that children enjoy maths, feel confident in their abilities, and are equipped with a toolkit of strategies to solve problems.

In summary, Holy Trinity C of E Primary School is committed to delivering a strong and supportive maths curriculum that prepares our pupils for future success, fostering a lifelong love for mathematics through purposeful intent, effective implementation, and demonstrable impact.

Monitoring and review

This policy will be reviewed by the headteacher and Maths lead on an annual basis; they will make any necessary changes and communicate these to all members of staff.

This policy will be made available for Ofsted inspections and reviews by the lead inspector, upon request.

The next scheduled review date for this policy is July 2028.