

The Humberston Church of England Primary School



Maths Policy

‘Unlocking possibilities, making a difference’
I can do all things through Christ who strengthens me
Philippians 4:13

Policy Adopted by Governors October 2026
Review Dates: Autumn 2029

Maths Policy

Our School Vision

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Vision Statement

At the Humberston C of E Primary School, we want our children to become resilient learners, with the wisdom and skills to flourish and to live their lives in fullness. Our school vision promotes a love of life-long learning with maths at the heart of our curriculum. Maths is the foundation to understanding the wider world around us and is the cornerstone to many aspects of our daily lives. Through the teaching and learning of maths, we aim to provide our children with opportunities to reason deeply and unlock a range of possibilities as they develop their logical skills. It is our hope that our children will be prepared for their next stage in their development and be inquisitive thinkers.

Curriculum Intent

As a school, we aim to foster children’s mathematical understanding and help all children to develop a confident, skilled and resilient approach to all aspects of mathematics. By offering flexible groupings, providing engaging activities and an environment that embraces mistakes as opportunities for further learning, we enable children to succeed as mathematicians. Across our school, teachers provide the substantive and disciplinary knowledge that will allow all children to flourish holistically and become resilient learners.

Through the teaching of key mathematics skills, we enable our children to:

Be **fluent** in the fundamentals of mathematics

Reason mathematically by following a line of enquiry

Solve problems by applying their mathematical understanding and knowledge

Curriculum Implementation

At The Humberston C of E Primary School, we follow a skills-based curriculum structured around clear, progressive schemes of learning. In Years 1 to 6, our curriculum is delivered using the White Rose Maths scheme. To ensure firm foundations in early number, learning in EYFS is guided entirely by the Mastering Number programme.

To secure mental recall and core numerical fluency, discrete arithmetic and number confidence sessions are embedded across all key stages:

- **EYFS and Key Stage 1 (Years 1 and 2):** Children participate in daily Mastering Number sessions, providing essential practice in firming up number sense and structural understanding.
- **Key Stage 2 (Years 3 to 6):** Children take part in additional daily number fluency sessions designed to embed arithmetic strategies and rapid recall.

Daily core maths lessons incorporate regular retrieval and arithmetic practice alongside direct instruction, guided practice, and reasoning or problem solving. Teachers use their professional judgement to adapt pacing to suit the needs of their pupils. Through careful planning and using a

wide range of materials, we aim to foster a passion for mathematics that extends beyond the classroom, enabling pupils to build on their skills independently.

Where appropriate, cross-curricular links are made to ensure children experience real-life applications of maths. We prioritize mathematical communication and mental calculation strategies, ensuring pupils learn efficient methods and develop confidence in choosing the best approach for a given problem.

Times tables: By the end of year 4, pupils are expected to be able to recall all times tables facts and their related division facts. To support our pupils in achieving this, we use TT RockStars. The subscription to this online resource allows pupils to practise their times tables in an interactive, engaging format while encourage competition between themselves and their peers. Our pupils are also involved in whole school, times tables themed days and receive certificates for their participation and achievement (at school and at home) on TT Rockstars.

Planning

To ensure high-quality teaching and learning takes place, we value planning together as a team. This ensures continuity between partner classes and allows teachers to share best practice. Teachers align their short-term and medium-term unit plans with the White Rose Maths frameworks and Mastering Number guidance to ensure full coverage of National Curriculum objectives and early learning goals.

Display and Resources

As a school, we have decided that each class must have a maths display that serves a range of purposes.

1. To provide age / ability appropriate tools and resources for children to use throughout their learning process.
2. To be changed regularly in line with each area of maths being taught so it is relevant to the learning taking place.
3. To display key vocabulary taught linked to each topic
4. To celebrate children's work.
5. To encourage independence.

Parents and Homework

Parents provide valued extensions in children's learning and we see their involvement as vital to the learning process. Our commitment to parent partnership means the parents has a greater understanding of how to support their children at home. We have parent workshops to share methods and strategies we teach at school to ensure continuity at home and at school. We also aim to support parents to create positive attitudes towards maths by providing support on the school's website and our open-door policy. Each class is given a weekly maths activity for homework and children are encourage to use TT RockStars regularly at home.

Equal Opportunities

At The Humberston C of E primary school, we recognise that all children, regardless of any differences, need to be challenged and supported to flourish. All children are given ambitious targets and are tracked to ensure progression is in line with our high expectations. Where children present with an additional learning need in maths, we provide timely interventions. Where possible, we would seek to carry out the interventions within the classroom so as not to exclude the child.

Through a variety of challenges in maths, children are given the opportunity to shine in their SMSC development. Children often work collaboratively to solve problems and share ideas. They are encouraged to respect each other and support each other. Through gaining successes in maths, children will feel a sense of pride, high self-esteem and build resilience.

Curriculum Impact

At the Humberston C of E Primary School we have developed our own system for tracking progress. Each year group has an overview of the learning and end of year expectations. Teachers use these objectives to scaffold and challenge the children to reach their goals. Every child is set a target based on their achievement at their previous Key Stage. SLT monitor the progress of each child at termly Pupil Progress Meetings to check if the child is on track to meet their end of year target.

The levels of the children are tracked and analysed termly by the Maths Coordinator and SLT. Any child not making sufficient progress will be placed on an immediate intervention and the impact will be monitored and reported back.

The quality of teaching and learning in maths is monitored in a number of ways including;

Data analysis by cohort and by each class teacher

Book scrutiny

Learning Environment scrutiny

Observations

Discussions with teachers and children

Monitoring planning

Monitoring interventions

Moderations

All of the above are ways of gathering evidence to provide further support where needed and is timely and pre-planned.