



Primary

Mathematics Policy

Reviewed by: Governing Body

Approved: January 2026

Review Date: January 2027

Contents

1. Aim and Introduction	1
2. Purpose	1
3. Role and Responsibilities	1-3
4. Curriculum	3
5. Monitoring and Assessment	3
6. Marking	3
7. Equal Opportunities	4
8. Health and Safety	4

1. Aim and Introduction

The aim at West Norfolk Academies Trust is to enable every child to fulfil their potential. Being a good mathematician – a key life skill - is central to this, as outlined by the National Curriculum for Mathematics:

'Mathematics is a creative and highly inter-connected discipline that has been developed over centuries, providing the solution to some of history's most intriguing problems. It is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment. A high-quality mathematics education therefore provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject.' **(2014 National Curriculum for Mathematics)**

At West Norfolk Academies Trust, we strive to promote the 3 key aims of the primary curriculum, where pupils should make rich connections across mathematical concepts to develop fluency, mathematical reasoning and competence in solving increasingly sophisticated problems. All schools within the trust know the importance of developing core knowledge that can be applied to a variety of mathematical approaches and contexts.

2. Purpose

The purpose of the Mathematics policy is to ensure that we create mathematicians that:

- are fluent, flexible, accurate and efficient. They can reason about and explain the maths they choose.
- can make connections between different areas of mathematics and use and apply this knowledge.
- have a secure understanding of all concepts in maths through good teaching and rich experiences.
- can choose and manipulate practical resources to help them work independently and solve problems.
- have opportunities to experience maths in a range of contexts and experiment and challenge themselves.
- can choose and successfully use appropriate calculation strategies to help them solve problems.
- love and are enthused by maths. And
staff that:
- are informed and confident and know how to get the best out of pupils.

3. Roles and Responsibilities

The Headteacher and senior leadership will:

- Set high expectations and monitor teaching and progress.
- Ensure school targets are challenging but realistic.
- Ensure a whole school approach, keeping parents, governors and all staff well informed of

current thinking and policy.

- Provide support for the subject leader and all support staff.
- Regularly review the action plan.
- Ensure staff are informed of national policies and enable appropriate training to occur.

The Subject Lead will:

- Lead by example, showing a thorough understanding and enthusiasm for the subject.
- Identify needs and organise relevant training within the school.
- Offer support to relevant staff in planning, teaching and assessment.
- Develop an assessment programme in line with the revised curriculum.
- Work alongside the SLT to monitor the effectiveness of Mathematics across the school.
- Maintain the profile of Mathematics across the school and ensure that it is delivered well.
- Monitor and review progress towards end of Key Stage expectations.
- Demonstrate exemplary teaching and methodology to colleagues in school.
- Ensure coverage of Mathematics against the Long-Term Plan.
- Audit and maintain appropriate resources.

The Teachers will:

- Ensure Quality First Teaching is used in all activities.
- Use appropriate assessment materials to track children's progress and identify needs.
- Live mark pupils' work to provide instant feedback to children in line with the school's marking policy.
- Ensure regular opportunities are provided to enable children to use and apply their skills and knowledge in a range of contexts.
- Monitor progress and identify pupils that need support to improve their progress.
- Work with the policies provided to ensure consistency and progression across the whole school.
- Have a secure understanding of end of year expectations, ensuring children have quality provision in order to meet these.

The children will be encouraged to:

- Enjoy Mathematics and be able to apply their skills and knowledge across the whole curriculum.
- Develop and use a growing range of Mathematical vocabulary.
- Explore, investigate and develop a sense of stamina and endurance towards problem solving.
- Use a range of practical resources to support their learning.
- Make connections between ideas and topics.
- Reason about and explain their ideas and solutions to problems.
- Choose and use their own ideas in maths.
- Develop fluency in age related facts and skills.

The SENDCO will:

- Support the Mathematics lead and classroom teachers in allowing all children to access

appropriate learning.

Support staff will:

- Have the opportunity to attend relevant training.
- Understand the objectives and Mathematics taught in each lesson.
- Be confident in their use of vocabulary, methodology and questioning techniques.

4. Curriculum

At West Norfolk Academies Trust the 2014 National Curriculum for mathematics is followed. This document provides the objectives and coverage taught in the main part of each lesson. In EYFS, the Early years foundation stage statutory framework is used to inform planning, with assessments made against the Early Learning Goals (ELG's).

To implement the 2014 curriculum, teachers are supported by White Rose Maths for long term and medium term planning; adaptations are made to White Rose schemes to suit the needs of each cohort and individual pupils. All schools in the trust use the key principles for teaching for mastery in their delivery of maths lessons. Detailed Long Term Plans are made available to staff, as well as guidance and sequencing for the teaching of multiplication tables.

The Primary Maths Subject Leaders have developed a trust calculations policy which sets out progression through calculation methods from EYFS to the end of KS2.

The mathematics curriculum strongly aligns to the trust 'Knowledge Based Curriculum' by developing core 'declarative' knowledge, vocabulary and links across a range of subject. There is a shared vision that high quality teaching of learning (for all subjects, including mathematics) will give pupils the chance to succeed in life.

5. Monitoring and Assessment

At West Norfolk Academies Trust, teaching and learning is monitored via the triangulation of lesson observations, book scrutiny and by tracking data. Other monitoring activities include: shadowing a pupil; collecting information from pupil voice; detailed question level analysis and environment checks. The SLT and subject leader will use school wide data tracking systems to identify trends and patterns for overall cohorts and specific groups of pupils.

Each term, year groups will complete a diagnostic test (from NfER) which allows rigorous question level analysis to be carried out to further inform planning (formal testing will begin in year 1 in the Spring term).

Summative data uses a combination of test scores and evidence in books.

6. Marking

Books are marked using the Marking policy, where live marking is central to helping ensure pupils make the best progress. Green highlighting will show where they have been successful and pink highlighting will show their next steps or errors – these should be responded to in purple pen.

7. Equal Opportunities

All children have equal access to the curriculum regardless of their gender, disability or ability. We are committed to creating a positive climate that will enable everyone to work free from racial, gender based or sexuality linked intimidation and harassment to achieve their potential.

Through teaching for mastery, all pupils should be able to access the content of the lesson: a range of resources, pictures and representations should be used and displayed to support learners while thoughtfully worded questions and step for depth challenges should ensure the very, very able can deepen their knowledge.

8. Health and Safety

The school is committed to provide and maintain a safe and healthy working environment for staff and pupils at all times. We aim to ensure that safe working methods are in place and provide safe equipment. We comply with statutory requirements and where possible best practice.

We provide effective information, instruction and training to enable staff and pupils to be competent in their roles and in tasks they undertake.

We ensure adequate resources are made available to fulfil our health and safety responsibilities and objectives.

Class Teachers follow the particular health and safety measures to be adopted in their own teaching areas as laid down in the relevant Code of Practice, if issued, and to ensure that they are applied.

All accidents, defects and dangerous occurrences are reported to the Headteacher.

Pupils allowing for their age and aptitude, are expected to exercise personal responsibility for the health and safety of themselves and others. They should observe standards of dress consistent with safety and/or hygiene and observe all the health and safety rules of the school and in particular the instructions of staff given in an emergency.

They are expected to use and not willfully misuse, neglect or interfere with things provided for their health and safety.