Wyburns Primary School

Maths Policy

Our school works in accordance with the PREVENT Duty and approaches this issue in the same way as any other child protection matter. Any concerns that one of our pupils is at risk in this respect, will be referred to Children's Social Care in line with the SET procedures.

Wyburns Primary School is a Rights Respecting School. Our policies are underpinned by the UNCRC.

Article 29(goals of education)

- *Education must develop every child's personality, talents and abilities to the fullest. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.*

Date Policy Created	June 2026
Reviewed:	
To review:	Summer 27

Our Vision

At Wyburns Primary School, we believe that every child can succeed in mathematics. We aim to develop confident, resilient and independent learners who understand mathematics deeply and can apply their knowledge with accuracy, fluency and flexibility.

We aim for maths to be a subject that enables children to make sense of the world around them. Through high-quality teaching, carefully sequenced lessons and a mastery approach, pupils develop secure conceptual understanding before moving onto greater depth and application.

We believe that maths should be accessible to all learners. Through adaptive teaching, effective use of manipulatives and representations, purposeful mathematical talk and carefully planned intervention, every child is supported to keep up with the learning rather than catch up later.

Our curriculum encourages children to:

- Think mathematically
- Explain and justify their thinking
- Reason logically
- Identify patterns and connections
- Solve increasingly complex problems
- Become fluent with number and calculation
- Enjoy maths and develop confidence in their own ability.

Aims

The maths curriculum at Wyburns Primary aims to ensure that all pupils:

- Become fluent in the fundamentals of mathematics through varied and frequent practice
- Develop conceptual understanding through concrete, pictorial and abstract representations
- Recall number facts rapidly and accurately
- Solve increasingly sophisticated problems by applying mathematics in unfamiliar contexts
- Use precise mathematical vocabulary confidently
- Select efficient methods independently
- Understand that mistakes are valuable opportunities for learning

Curriculum Intent

We follow the Oak Academy curriculum, which is aligned to the National Curriculum and informed by NCETM Curriculum Prioritisation. This provides a carefully sequenced progression that ensures knowledge builds progressively from Reception to Year 6.

Learning is deliberately sequenced so pupils revisit important mathematical ideas, strengthening understanding over time.

Rather than accelerating pupils onto new content prematurely, we prioritise secure understanding through intelligent practice, variation and reasoning.

Our curriculum is built around five key principles:

1. Fluency

Children develop automatic recall of number facts, multiplication tables and calculation strategies through daily practice.

2. Conceptual Understanding

Children understand why methods work rather than simply following procedures.

3. Reasoning

Children explain, justify and prove their thinking using precise mathematical language.

4. Problem Solving

Children apply mathematics across a range of increasingly unfamiliar contexts.

5. Mathematical Communication

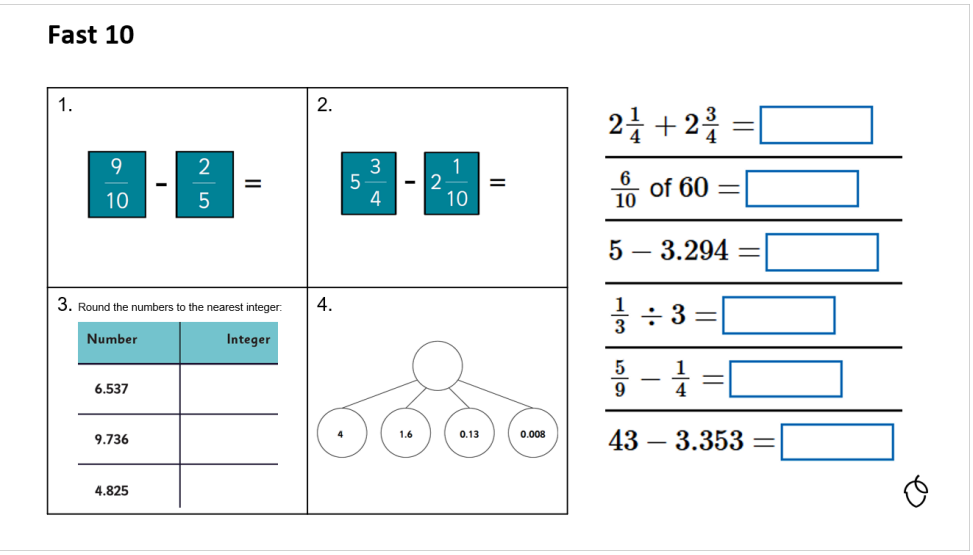
Children develop confidence in speaking mathematically through structured discussion and explicit teaching of vocabulary.

Implementation

Mathematics is taught daily through a consistent whole-school lesson structure. Consistency allows pupils to focus on learning mathematics rather than adapting to different classroom routines. Every mathematics lesson follows three connected stages:

1. Fluency

Children begin each lesson with retrieval practice including Times Table Rock Stars and arithmetic fluency. This strengthens recall and revisits previously taught concepts.



2. Core Mathematics Lesson

Teachers deliver carefully adapted Oak Academy lessons that include: retrieval, modelling, guided practice, independent practice, reasoning, discussion and assessment for learning.

Mini whiteboards are used throughout lessons to maximise participation and provide immediate feedback and assessment for learning.

3. Afternoon Mathematics

Children are to complete their exit questions from the morning's lesson alongside an arithmetic focus. This allows teachers to identify misconceptions immediately and provide same-day intervention. This reflects our idea of, 'keep up, not catch up.'

Arithmetic Focus for both KS1 and KS2:

1. Introduce the focus (for example; four operations - addition)
2. Model the most efficient strategy on flipchart paper (display on working wall)
3. Children use whiteboards for several questions - AfL to pull out children to work with
4. Display repeated examples (Testbase is good for this - https://www.testbase.co.uk/)

Oracy and Mathematical Vocabulary

We recognise that children who can articulate mathematical thinking develop stronger conceptual understanding. Every lesson provides opportunities for children to: explain methods, justify their answers, compare strategies, challenge misconceptions and answer in full STEM sentences.

Teachers explicitly teach mathematical vocabulary before new learning begins. Vocabulary is displayed, revisited and expected to be used consistently throughout lessons.

STEM sentences are used regularly to scaffold mathematical reasoning.

For example;

- "I know this because..."
- "The difference is..."
- "I agree because..."

Children are expected to speak with precision ensuring that the correct terminology is used.

Assessment

Assessment is an integral part of teaching and learning at Wyburns Primary School and is used to identify pupils' understanding, inform teaching and ensure all pupils make progress.

Teachers use ongoing formative assessment throughout lessons through questioning, mini whiteboards, discussion, observation and independent practice to identify misconceptions and adapt teaching accordingly.

Summative assessments are completed throughout the year to monitor attainment against National Curriculum expectations. Assessment information is analysed by teachers, the Mathematics Lead and senior leaders to inform planning, intervention and curriculum development.

Inclusion

We believe that every child can succeed in mathematics and maintain high expectations for all pupils. Through adaptive teaching, careful use of manipulatives,

representations, scaffolds and targeted questioning, all pupils are supported to access the same ambitious curriculum.

Mathematical vocabulary and oracy are explicitly taught to enable pupils to explain their thinking confidently and accurately. Pupils requiring additional support receive timely intervention based on daily assessment, while those demonstrating secure understanding are challenged through deeper reasoning and problem-solving rather than moving onto new content.

Monitoring

The Maths Lead monitors teaching and learning throughout the year to ensure consistency and high-quality provision across the school. Monitoring includes learning walks, book looks, pupil voice, planning reviews, assessment analysis and discussions with staff.

Evidence gathered is used to celebrate strengths, identify areas for development and inform professional development. Particular attention is given to the consistent implementation of our lesson structure, mastery approach, mathematical vocabulary, reasoning opportunities and use of assessment to ensure all pupils make strong progress.