

Hunton & Arrathorne Community

Primary School

Mathematics Policy



Date: April 2026	Headteacher: Mr S Donaldson
Review Date: April 2027	Chair of Governors: Mrs A Peacock

Aims

The 2014 National Curriculum for Maths aims to ensure that all children:

- Become fluent in the fundamentals of Mathematics
- Are able to reason mathematically
- Can solve problems by applying their Mathematics

At Hunton and Arrathorne, these skills are embedded within Maths lessons and developed consistently over time. We are committed to ensuring that children are able to recognise the importance of Maths in the wider world and that they are also able to use their mathematical skills and knowledge confidently in their lives in a range of different contexts. We want all children to enjoy Mathematics and to experience success in the subject, with the ability to reason mathematically. We are committed to developing children's curiosity about the subject and supporting them through innovative teaching styles, accompanied by rich resources and cross-curricular links.

Organisation

From their start in Reception, the children have daily mathematics lessons.



Planning Structure

The Maths lead develops a long-term plan for each class, carefully sequencing each unit to ensure the national curriculum is covered in a progressive way. Class teachers then refer to the national curriculum to develop a unit overview for each unit. This consists of planning for a sequence of lessons, considering mixed-age implications (where appropriate), planning for key vocabulary and identifying adaptive teaching strategies which will support learners' needs.

Lesson Structure

Each lesson begins with some active counting. This does not have to exclusively be counting in multiples (times tables), but can also supplement other topics across the maths curriculum e.g. counting in fractions. There will then be a retrieval activity – this may be arithmetic work, active learning opportunities, Flashback 4 or goal-free problems.

The learning objective will then be shared with the children before the teacher will provide an input, modelling key skills and vocabulary. Sentence STEMs are used through paired talk to help the children consolidate key knowledge and vocabulary. The children will then complete their task. This may be working independently in their book or may involve a more practical activity or group work. Where this is the case, photographic evidence, alongside a caption or description, should be provided to showcase the journey of learning across a unit.

Learning Environments

Learning environments should be maths rich. Resources should be readily accessible to the children. In addition each classroom should include:

Age appropriate number lines (linked to curriculum objectives)

- A hundred square
- Concrete resources which are readily accessible
- Squared paper for modelling
- A vocabulary section
- Sentence stems

Presentation

Children worked in squared maths books which are clearly labelled in the school style. Children use one square per digit and are encouraged to present their work to the best of



their ability. When paper is used, it is trimmed and children are taught how to stick it in neatly. All work has a date and learning objective which starts with 'I can...' and an objective clearly linked to the national curriculum. Objectives may be provided for the children or written themselves depending on their age and ability. Children start a new page for each piece of work.

Marking & Feedback

Our emphasis will be on 'live marking' with either the children marking their own work (blue pen) or teacher marking correct or incorrect answers.

The teacher will not provide written comments in maths books, instead whole class feedback or individual verbal feedback will be given. Children will make corrections in a purple pen.

Diamond Dash

Each morning, children complete the Diamond Dash. This is where children work on their counting, multiplication and division skills based on their current level of learning. This starts from EYFS and continues through to the end of KS2. Each week, children are able to take their 'test' whereby they have the opportunity to move to the next level. Children reaching a certain level by the end of the academic year will be entered into the 'Diamond Dash' competition.

Assessment & Impact

The school has a supportive ethos and our approaches support the children in developing their collaborative and independent skills, as well as empathy and the need to recognise the achievement of others. Children can underperform in Mathematics because they think they can't do it or are not naturally good at it. Our programme addresses these preconceptions by ensuring that all children experience challenge and success in Mathematics by developing a growth mindset. Regular and ongoing assessment informs teaching, as well as intervention, to support and enable the success of each child. Our mathematics curriculum is high quality, well thought out and is planned to demonstrate progression. Within each objective, children should access varied fluency, the opportunity to reason and problem solve. Children use mathematics books to record their progression which are marked in accordance to our feedback policy.

The expectation is that the majority of the children will move through the domains of mathematics and where needed, will access 'keep up' interventions to ensure they do not fall



behind. Staff monitor this through the use of the Insight Tracking assessment package which is formally monitored on a termly basis. In conjunction with this, teacher's make sound teacher assessment judgements through the use of summative assessments, using White Rose termly assessments and past SAT's papers for Y6.

