

Broadbent Fold Primary School and Nursery



In Partnership with
**STAMFORD
PARK TRUST**

Mathematics Policy 2026

Teaching for Mastery

November 2026

In line with the Equalities Act (2010) we aim to ensure that any child, irrespective of protected characteristics (age, gender including intersex and transgender, ethnicity or sexuality including gay, lesbian, bisexual, transsexual and transvestite) is treated fairly and with respect. The law states that the public sector equality duty includes a general duty to, "Foster good relations between people who share a protected characteristic and those who do not." This policy can be adapted to suit individual needs.

Overarching Vision for Mathematics

Our aim at Broadbent Fold is for all children to enjoy mathematics and have a **secure** and **deep** understanding of fundamental mathematical concepts and procedures when they leave us to go to secondary school. We want children to see the mathematics that surrounds them every day and enjoy **developing vital life skills** in this subject. This will be evident across all curriculum areas, where teachers take opportunities to expand and consolidate mathematical concepts. Using maths purposefully in everyday contexts helps children realise that mathematics is important in the real world.

Aims for our children

- To develop a growth mindset and positive attitude towards mathematics.
- To become confident and proficient with numbers, including fluency with mental calculation and looking for connections between numbers.
- To become problem solvers who can reason, think logically, work systematically and apply their knowledge of mathematics.
- To develop their use of mathematical language.
- To become independent learners and to work co-operatively with others.
- To appreciate real-life contexts for learning in mathematics.

Broadbent Fold Primary School and Nursery transitioned to a mastery approach to teaching and learning mathematics. We understood that this would be a gradual process and take several years to embed. The rationale behind changing our approach to teaching mathematics lay within the NCETM Maths Hub Programme as well as the National Curriculum, which states:

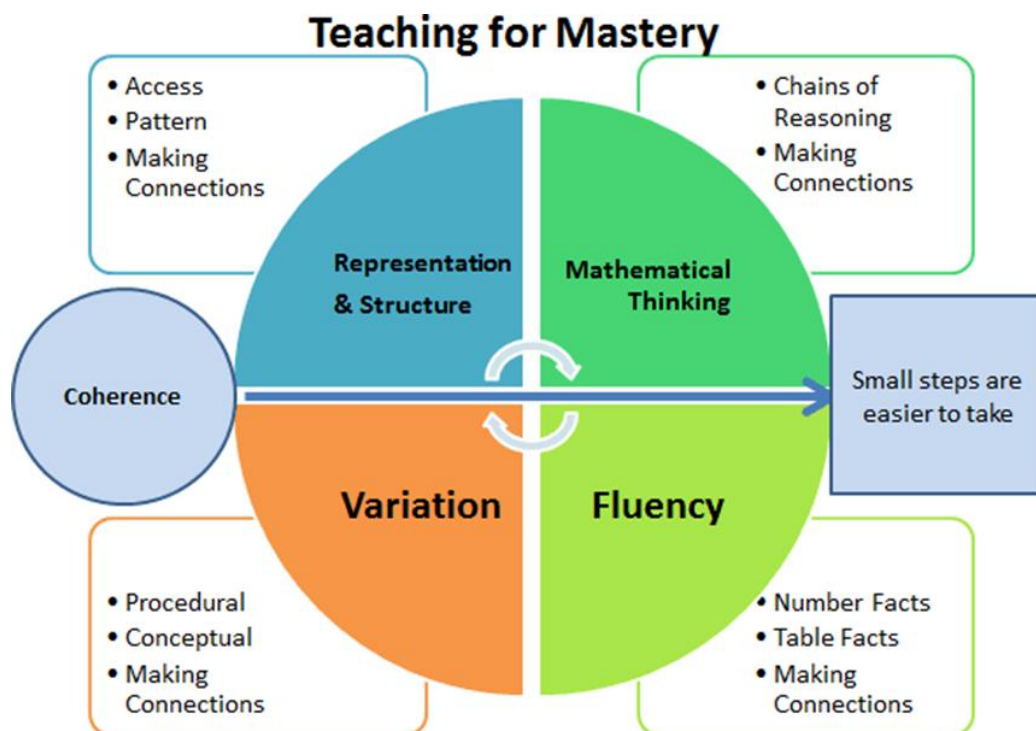
- *The expectation is that most children will move through the programmes of study at broadly the same pace.*
- *Children who grasp concepts rapidly should be challenged through being offered rich and sophisticated problems before any acceleration through new content.*
- *Those who are not sufficiently fluent with earlier material should consolidate their understanding, including through additional practice, before moving on.*

FLUENCY – REASONING – PROBLEM SOLVING

These three key aims of the National Curriculum should be addressed in each sequence of learning.

Our teaching for mastery is underpinned by the NCETM's 5 big Ideas:

- Opportunities for **Mathematical Thinking** allow children to make chains of reasoning connected with the other areas of their mathematics.
- A focus on **Representation and Structure** ensures concepts are explored using concrete, pictorial and abstract representations; the children actively look for patterns and generalise whilst problem solving.
- **Coherence** is achieved through the planning of small, connected steps to link every question and lesson within a topic.
- Teachers use both procedural and conceptual **Variation** within their lessons, and there remains an emphasis on **Fluency** with a persistent focus on number and times table facts.



8 Classroom Norms to Establish:

1. Everyone can learn mathematics to the highest levels.
2. If you “can’t do it”, you “can’t do it **yet**.”
3. Mistakes are valuable.
4. Questions are important.
5. Mathematics is about creativity and problem-solving.
6. Mathematics is about making connections and communicating what we think.
7. Depth is much more important than speed.
8. Mathematics lessons are about learning, not performing.

Teaching for Mastery Principles

- **It is achievable for all** – we have high expectations and encourage a positive ‘can do’ mindset towards mathematics in all our children, creating learning experiences which develop a child’s resilience in the face of challenge, carefully scaffolding learning so everyone can make progress.
- **Deep and sustainable learning** – lessons are designed to ensure learning is not superficial.
- **The ability to build on something that has already been sufficiently mastered** – children’s learning of concepts is seen as a continuum across the school.
- **The ability to reason about a concept and make connections** – children are encouraged to make connections and spot patterns between different concepts (E.g. the link between ratio, division and fractions) and use precise mathematical language, which frees up working memory and deepens conceptual understanding.
- **Conceptual and procedural fluency** – teachers move mathematics from one context to another (using objects, pictorial representations, equations and word problems). There are high expectations for children to learn times tables, key number facts (so they are automatic) and have a true sense of number. Children are also encouraged to think whether their method for tackling a given calculation or problem is Appropriate, Reliable and Efficient (A.R.E).
- **Problem solving is central** – this develops children’s understanding of why something works so that they have a true appreciation of what they are doing rather than just learning to repeat routines without grasping what is happening.
- **Challenge through greater depth** - rather than accelerated content (moving onto next year’s concepts), teachers set tasks to deepen knowledge and improve reasoning skills within the objectives of their year group.

Curriculum design and planning

- Staff use White Rose Maths Schemes of Learning as a starting point to develop a coherent and comprehensive conceptual pathway through the mathematics. The focus is on the whole class progressing together. Collaborative planning with year group colleagues is encouraged to ensure consistency.
- Learning is broken down into small, connected steps, building from what children already know. The lesson journey is detailed and evident on flipcharts (Smart Notebook or PowerPoint) as there is no requirement for teachers to produce detailed paper plans.
- Difficult points and potential misconceptions are identified in advance and strategies to address them are planned.
- Key questions are planned to challenge thinking and develop learning for all children.
- Contexts and representations are carefully chosen to develop reasoning skills and to help children link concrete ideas to abstract mathematical concepts.
- The use of high-quality materials and tasks to support learning and provide access to the mathematics is integrated into lessons. These may include *White Rose Maths Schemes of Learning and Assessment Materials*, *NCETM Mastery Assessment* materials, visual images and concrete resources.
- Opportunities for extra fluency practice (*instant recall of key facts, such as number bonds, times tables, division facts, addition and subtraction facts*) are provided outside mathematics lessons (morning starters or post- lunch).

Lesson Structure

- Lessons are sharply focused; digression is generally avoided.
- New Key learning points are identified explicitly.
- There is regular interchange between concrete/contextual ideas, pictorial representations and their abstract/symbolic representation.
- Mathematical generalisations are emphasised as they emerge from underlying mathematics, which is thoroughly explored within contexts that make sense to children.
- Making comparisons is an important feature of developing deep knowledge. The questions “What’s the same? What’s different?” are often used to draw attention to essential features of concepts.
- Repetition of key ideas (for example, in the form of whole-class recitation, repeating to talk partners, etc.) is used frequently. This helps verbalise and embed mathematical ideas and provide children with a shared language to think about and communicate mathematics.
- Teacher-led discussion is interspersed with short tasks involving pupil-to-pupil discussion and completion of short activities.
- Formative assessment is carried out throughout the lesson; the teacher regularly checks children’s knowledge and understanding and adjusts the lesson accordingly.
- Gaps in children’s knowledge and understanding are identified early by in-class questioning. They are addressed rapidly through individual or small group intervention, either on the same day or the next day, which may be separate from the main mathematics lesson, to ensure all children are ready for the next lesson.
- Teachers discuss their mathematics teaching regularly with colleagues, sharing teaching ideas and classroom experiences in detail and working together to improve their practice.
- Links to previous years’ learning, last lesson and the next steps. To ensure pupils are consolidating, remembering and making connections.
- Pupils know how mathematics in learning links to a future career and it has a purpose.

Pupil's Records of Work

- The children use White Rose Maths printed workbooks, square-paged books, paper and worksheets for mathematics. They are encouraged to have good work habits; to set work out neatly and to show their method of working out (algorithm) so that the work can be talked through easily. Children are rewarded with star points for good work or effort; noteworthy or improved Maths work forms the basis for receiving a Mathematics or Headteacher’s Certificate, awarded weekly, in KS1 and KS2.
- Mental work does not exclude a written record of methods or results. It should be noted that jottings and rough workings do not need to be set out with the same formality as standard written methods. However, children should always be encouraged to form numerals correctly and legibly.
- As the children move through KS2, they are taught to record their work in a variety of forms, including standard written algorithms. The children's books/folders will demonstrate the wide variety of mathematics work undertaken throughout the year. These may contain examples of symbolic, graphical, diagrammatic, pictorial, written and group (photocopied) work. They may also contain a teacher's note about oral work, or photographs of examples: construction work, mathematical models and maths games played, and any assessment tests or check-ups the child may have completed and displayed on the wall, floor books or in the

children's Maths books.

- Teachers' observation records show the results of tests and assessments.

Marking

Marking of mathematics books is completed in line with the Broadbent Fold marking policy. Next steps are not necessary, as the next lesson is normally the next step in learning. However, it is essential that all marking picks up and addresses any misconceptions/mistakes, and thorough questioning ensures children have clarified their thinking clearly. Diagnostic assessments are key to lessons.

Assessment and Record Keeping

In addition to the formative assessment undertaken in lessons, teachers use termly summative assessments supplied by White Rose Maths to reinforce their judgements and provide further opportunities to identify gaps in pupil learning and tailor future lessons. Teacher judgements are entered onto Arbor each term for discussion at termly tracking progress meetings, this ensures targeted support is given to those children that require it.

Long-term assessments take place throughout the academic year to assess, monitor and review children's progress and attainment. Children in Years 1, 2, 3, 4 and 5 complete NFER mathematics assessments in the Autumn/Spring and Summer terms to provide regular opportunities to track progress and identify areas for further development.

Year 2 children complete past papers from the National Curriculum mathematics tests as an optional assessment to support the monitoring of progress and attainment. Year 4 children also complete the statutory Multiplication Tables Check, which assesses their fluency in recalling multiplication facts. Year 6 children complete the statutory National Curriculum mathematics tests at the end of Key Stage 2.

Assessment information is used to inform future teaching, identify children who may require additional support or challenge, and ensure that accurate information about children's progress and attainment is shared with parents and their next teacher.

Inclusion and Special Needs

Broadbent Fold Primary School and Nursery aims to meet the needs of all, taking into account gender, ethnicity, culture, religion, language, disability, age and social circumstances. The provision for children with special needs is detailed in the SEND Policy. Additional adults, different resources, and differentiated activities support SEN children. They may also complete additional activities outside of the mathematics lesson or be taught in a small group. We have high expectations of all children and strongly believe all children can achieve in mathematics. Some may take longer to grasp concepts and may need careful scaffolding or extra time/support.

Home Learning

We encourage parents to be involved in the mathematics curriculum by:

- Providing parents with guides outlining what mastery teaching involves in EYFS, KS1, KS2 and how they can support at home.
- Running teaching for mastery curriculum evenings and workshops throughout the year.
- Inviting parents in twice a year for parents' evenings to discuss their child's progress.
- Reporting on mathematical progress in their child's report.
- Using our mathematics page on the school website to provide information about how we teach the four calculations as children move through the school.

Children are provided with mathematics home-learning on a weekly basis linked to Mathletics and/or SATs companion.

Early Years Foundation Stage (EYFS)

Children in EYFS explore mathematical concepts through active exploration and their everyday play-based learning. Children are taught key concepts and develop number sense using a hands-on practical approach. EYFS practitioners provide opportunities for children to manipulate a variety of objects, which supports their understanding of quantity and number. Children explore the 'story' of numbers to ten and the development of models and images for numbers as a solid foundation for further progress. The CPA (Concrete Pictorial Abstract) approach is used when teaching children key mathematical skills. Practitioners allow children time for exploration and the use of concrete objects helps to support children's mathematical understanding. Mathematics in the early years provides children with a solid foundation that will enable them to develop skills as they progress through their schooling and ensures children are ready for the National Curriculum.

The Role of the Subject Leader

The Subject Leader will:

- ensure teachers understand the requirements of the National Curriculum.
- lead by example by setting high standards in their own teaching.
- lead whole-school monitoring and evaluation of teaching and learning in mathematics by observing teaching and learning in mathematics regularly; analysing assessment data to plan whole-school improvement in mathematics; conducting work scrutiny to inform evaluation of progress; conducting pupil interviews.
- take responsibility for managing own professional development by participating in external training, independent private study, engaging in educational research and scholarly reading and keeping up-to-date with Teaching for Mastery developments.
- contribute to staff professional development through internal and external training in liaison with senior leaders.
- keep parents informed of any mathematics issues.
- ensure the school's senior leaders and governors are kept informed of the quality of teaching and learning in mathematics.
- work in close partnership with the school's senior leaders to ensure the learning needs of all children in mathematics are met effectively.
- regularly review the school's mathematics policy.

The Role of the Headteacher

The Headteacher has ultimate responsibility for:

- ensuring the place of mathematics within the whole curriculum, including the National Curriculum
- provide adequate time and funding for mathematics.
- the professional development of those who teach mathematics.
- creating adequate opportunities for the maths leader to carry out his/her duties.
- instigating staff awareness of, and discussion on, good practice in mathematics teaching.
- promoting the idea of Teaching for Mastery in mathematics teaching within the school, with governors, parents and the general public.
- seeking outside advice, when necessary.