Aston Rowant C†E Primary School

Mathematics Policy

Vision: To be a community of courageous life-long learners, who are rooted in God, live out our Christian values and enjoy life in all its fullness. *(Col 2:1-7)*
Mission: Growing together, rooted in God and inspiring one another through our values and our broad enriched curriculum.
Strapline: Growing together, rooted in God, having fullness of life *(Col 2:1-7)*

Date of Policy: October 2025	**Date of Policy review: October 2028**
Maths Lead: Mrs A Olsen	Date: 20th October 2025
Link Governor: Mrs A. Tindall	Date: 20th October 2025

1. Vision & Rationale

At Aston Rowant, mathematics is a creative, exciting and essential part of life. Our aim is that **every child leaves us as a confident, resilient and enthusiastic mathematician** who can think deeply, solve problems, reason clearly and apply their learning to the real world.

Rooted in our Christian vision of **Growing Together**, children learn to:

- Embrace challenge
- Approach mistakes with courage
- Ask questions and explore ideas
- Experience wonder in the beauty and patterns of mathematics

Our school values - **Gratitude, Resilience, Outreach, Wonder, Trust and Harmony** - are woven into mathematics, helping children develop confidence, curiosity and independence.

2. Intent

Our curriculum intent is fully aligned to the aims of the National Curriculum and our mastery approach.

We intend that all pupils:

Fluency
Become fluent in number facts, written methods and mental strategies.

Reasoning
Explain, justify and generalise using precise mathematical language.

Problem-Solving
Apply knowledge to rich, varied and real-life problems.

Deep Understanding
Secure strong conceptual understanding through the Concrete–Pictorial–Abstract (CPA) approach, supported by manipulatives across the school.

Positive Mathematical Mindset
Develop resilience, confidence and the belief that everyone can succeed in mathematics.

Inclusion
Experience a curriculum that meets the needs of every learner, including those with SEND, through adaptive teaching, scaffolds and high-quality modelling.

Joy & Creativity
See maths as enjoyable, meaningful and connected to the wider world — through outdoor learning, patterns, projects, engineering challenges and pupil-led exploration.

3. Implementation

Our approach to implementation is consistent, progressive and research-informed.

3.1 Curriculum Design & Planning

Teachers follow:

- White Rose small steps
- NCETM guidance (including Mastering Number in EYFS)
- Mixed-age mapping to ensure progression
- Daily fluency, reasoning and problem-solving

Teachers anticipate misconceptions, plan purposeful scaffolding, and ensure continual retrieval.

3.2 Teaching & Learning

Mathematics is taught **daily** in KS1–2 and through structured daily inputs in EYFS. Teaching includes:

- Whole-class instruction with adaptive support
- CPA approach
- Use of manipulatives to expose mathematical structure
- Split-input and peel-away groups for targeted support
- High-quality mathematical talk and precise vocabulary

Children collaborate, discuss ideas, and explain their strategies in full sentences.

3.3 Representations & Manipulatives

Across the school we use:

- Tens frames
- Numicon
- Base-10, place value counters
- Bar models
- Cuisenaire rods

Children select tools independently as their understanding deepens.

3.4 Reasoning & Problem-Solving

Reasoning prompts such as *"What do you notice?"* and *"What do you wonder?"* help children think deeply, explore patterns and connect ideas.

Problem-solving is integrated into every lesson and enriched through whole-school events.

3.5 Enrichment

Mathematics is enriched through:

- NSPCC Number Day
- Maths Week & World Maths Day
- Cross-class challenges
- Outdoor mathematical investigations
- Financial education (HSBC workshops)

These experiences build confidence, excitement and leadership.

3.6 Home–School Links

Parents support learning through:

- TTRockstars and Doodle Maths
- Guidance on vocabulary and methods
- Regular updates on class mathematics

4. Inclusion

We are committed to high achievement for all.

Children with SEND are supported through:

- CPA scaffolding
- Pre-teaching and overlearning
- Small-step progression
- Use of visual supports and templates
- Targeted adult support

Tasks are adapted but expectations remain high.

5. Assessment

5.1 Formative Assessment

- Daily assessment through marking, live feedback and questioning
- "Hot marking" for rapid intervention
- Use of "I wonder…?" prompts
- Constant adaptation of planning

5.2 Summative Assessment

- White Rose End-of-Unit tests
- Multiplication Tables Check (Y4)
- KS2 SATs (Y6) and optional KS1 SATs
- Data collection using Sonar

5.3 EYFS

- Baseline Assessment
- Half-termly "On Track" assessments
- EYFS Profile

6. Monitoring & Leadership

The Maths Subject Leader:

- Reviews books, lessons and planning
- Supports staff with training
- Leads strategic development
- Monitors progress and attainment
- Works with governors during learning walks and book looks

Governors challenge and support the school to ensure continuous improvement.

7. Impact

By the end of Year 6, pupils at Aston Rowant will:

- Have secure fluency and deep conceptual understanding
- Explain mathematical ideas clearly
- Tackle challenging problems with resilience
- See mathematics as valuable in the real world
- Achieve in line with or above national expectations
- Show no significant gaps between groups

Our pupils **see themselves as mathematicians** - curious, confident and ready for the next stage of education.