

Maths Policy

Meare Village Primary School



Subject Lead:	Bea Taylor
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Approved by:	Headteacher
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Last reviewed on:	September 2025
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Next review due by:	September 2026
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Impact

The National Curriculum states that:

“Mathematics is a creative and highly interconnected 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.”

At Meare Village Primary School we see mathematics very much as a multi-discipline, cross curricular, interconnected subject which should encourage creativity. We want the children to see mathematics as being relevant to their world and applicable to everyday life as well as being something that they will need as they move on through their school life and ultimately to the world of employment. Maths forms a vital part of our broad and balanced curriculum. We ensure there is a positive culture of confidence, deep understanding and competency in maths. The key to this is developing enjoyment and strong conceptual understanding in Maths. We believe that mathematical fluency is the key to developing life skills and ensures that all children are able to problem solve and reason confidently.

Learning in Maths should equip all children with the ability and confidence to be flexible with number and the application of logistical reasoning and problem solving skills. We want our children to have a deep understanding of maths, the ability to recognise and develop connections and apply their knowledge and understanding to increasingly complex problems as they move through our school and onto Secondary school.

Implementation

At Meare we are working towards embedding a ‘Teaching for mastery’ approach, this is underpinned by the NCETM’s ‘5 big ideas’ as well as working collaboratively with the White Rose Maths scheme. Through following the small steps as set out in the scheme we ensure coherence and coverage of all topics in a logical progression. We fuse this main spine of the curriculum with other high quality resources as needed.

Teachers at Meare use procedural and conceptual variation within lessons along with careful questioning, addressing misconceptions quickly and using clear learning objectives and outcomes for all. Fluency in maths is ensured and maintained through the use of the ‘Ashley Downs Times Tables’, TT Rockstars and in KS1 through Numbots and the ‘Mastering Number’ program.

Impact

Teaching and Learning in maths is monitored regularly and carefully by the subject lead, through learning walks, book looks and public voice.

In order to inform planning, teachers regularly track the children's progress. Formative assessment is used together with the termly end of unit NFER assessment. This summative assessment will be used in conjunction with all other formative assessments to track progress, identify next steps and inform future planning. Children are provided with feedback in accordance with the school's marking policy. Teachers enter termly summative maths data onto Bromcom to allow the Maths subject leader and the SLT to monitor maths standards across the school.

We believe it is important that children are allowed to explore mathematics and present their findings not only in a written form but also visually; to that end the school has adopted the CPA approach: concrete, pictorial, abstract. This allows the children to experience the physical aspects of mathematics before finding a way to present their findings and understandings in a visual form before relying on the abstract numbers. Our school Calculation Policy supports this process.

Early Years Foundation Stage

Children in reception are taught key mathematical concepts and develop number sense using a hands-on practical approach. There are many opportunities for children to manipulate objects, to support their understanding of quantity and number. The CPA approach is used when teaching children key mathematical skills. 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 NCETM 'Numberblocks' and the NCETM 'Mastering Number' programme are used to support adult-led sessions and enhance small group work as appropriate.

Please also refer to the school's Calculation Policy (CPA)