Learning Together For A Better World

# Maths Policy

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| **Written by:** | J Page/K McBride | **Date:** | September 2026 |
| **Approved by governors:** | n/a | | |
| **Last reviewed on:** | September 2026 | | |
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**Intent**

Maths is about making sense of things and finding solutions to problems in our everyday lives. Children need to learn how to calculate, reason and solve problems. At Combe CofE Primary School, we ensure that there is a high-quality maths curriculum being taught to all pupils. We want our children to be confident and fluent mathematicians who are able to solve problems. We teach maths for mastery so that children have a deep conceptual understanding of mathematics. Children should be able to explain their working of both arithmetic and problem-solving; why an answer may be right or wrong; and what happens if a particular variable is changed.

We want all pupils to be mathematicians who have:

- An understanding of the important concepts and an ability to make connections within mathematics
- A broad range of skills in using and applying mathematics
- Fluent knowledge and recall of number facts and the number system
- The ability to show initiative in solving problems in a wide range of contexts, including the new or unusual
- The ability to think independently and to persevere when faced with challenges, showing a confidence of success
- The ability to embrace the value of learning from mistakes and false starts
- The ability to reason, generalise and make sense of solutions
- Fluency in performing written and mental calculations and mathematical techniques.
- A wide range of mathematical vocabulary
- A commitment to and passion for the subject

**Implementation**

At Combe CofE Primary School, we use the White Rose resources for Mastery. These include the termly overview for each year group, the schemes of work, teaching PowerPoints, workbooks, stretch and challenge activities, flashbacks and additional reasoning and problem-solving resources. These are supplemented with Fast Finishers, Rapid Recall boards and Maths For Life.

Staff will refer to the Calculation Policy when teaching formal methods ensuring that any mathematical teaching follows the concrete-pictorial-abstract approach.

For the *concrete* approach pupils use a range of objects and manipulatives to help them understand the mathematics. Each classroom has a range of manipulatives such as Numicon, base ten, place value counters, number lines and ten grids (as appropriate).

For the *pictorial* approach pupils are taught and encouraged to use pictorial representations to reason and solve problems.

For the *abstract* approach, with mathematical understanding, pupils will be able to use numbers, calculations and key concepts with confidence.

**Impact**

Assessment in mathematics takes place daily using a range of strategies, such as marking and feedback of work as well as verbal discussions with children. Work is marked in line with the marking policy. Individuals or groups who need extra support are targeted for extra support.

At Combe CofE Primary School, we use the end of maths topic White Rose assessments to monitor progress. At the end of each term children complete the White Rose tests in arithmetic and problem solving. These help to inform future planning and provision which is discussed at termly pupil progress meetings with the Headteacher. Each term, class teachers provide the SENCO and maths coordinator with a provision map for any additional maths support needed.