Mesne Lea Primary School

Working together for individual excellence

Maths Policy

Reviewed By: A Cartwright
Date of Issue: September 2025
Next Review Date: September 2026

Rationale

At Mesne Lea, we believe that Maths is a key skill that helps us to make sense of the world around us. Our curriculum equips children with powerful tools including fluency, reasoning, and problem-solving, enabling them to apply knowledge with confidence in everyday life and future learning.

Maths equips children with a uniquely powerful set of tools to understand and change the world. These tools include logical reasoning, problem-solving skills, and the ability to think in abstract ways.
Different cultures have contributed to the development and application of mathematics. Maths is an international language. Today, the subject transcends cultural boundaries, and its importance is universally recognised.
Maths is important in everyday life, many forms of employment, science and technology, medicine, the economy, the environment, and development and in public decision-making. Our aspirational curriculum provides children with the opportunity to see the importance of Maths in the wider world and the careers it can lead to; we ensure that our children get opportunities to enhance their knowledge and understanding through STEM learning.

Our Aims

- Develop secure understanding of number, operations, and place value as the foundation of mathematics.
- Achieve fluency through automatic recall of key facts (number bonds, multiplication and division facts).
- Apply mathematical knowledge through reasoning and problem-solving in varied contexts.
- Build on prior learning systematically, ensuring that concepts are taught to depth before progression.
- Use mathematical representations (concrete, pictorial, abstract) to support understanding and independence

Our EYFS Curriculum follows the EYFS Framework and White Rose Early Years progression. Strong focus is given to number sense, subitising, composition of number, and early additive reasoning, in line with Strong Foundations.

By the end of EYFS pupils will demonstrate the following:

- Count reliably with numbers from 1 to 20 (order, find one more or one less than a given number)
- Using quantities and objects, they can add and subtract 2 single-digit numbers and count on or back to find the answer
- Solve problems, including doubling, halving and sharing
- Use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems
- Recognise, create and describe patterns
- Explore characteristics of everyday objects and shapes and use mathematical language to describe them.

Our KS1 and KS2: Teaching follows the White Rose long-term plans, structured around small steps to ensure secure progression. Target Your Maths is used to support fluency practice.

By the end of KS1 pupils will demonstrate the following:

- Develop confidence and mental fluency with whole numbers, counting and place value
- Recognise, describe, draw, compare and sort different shapes and use the related vocabulary
- Know the number bonds to 20 and be precise in using and understanding place value;
- Use basic mathematical language to explain reasoning.

By the end of KS2 pupils will be able to do the following:

- Become increasingly fluent with whole numbers and the four operations, including number facts (including times tables 12x) and the concept of place value
- Be confident in their abilities to solve a range of problems, including with simple fractions and decimal place value
- Use mathematical reasoning to analyse shapes and their properties, and confidently describe the relationships between them

- Make connections between multiplication and division with fractions, decimals, percentages and ratio
- Apply their abilities to solve a wider range of problems, including increasingly complex properties of numbers and arithmetic, and problems demanding efficient written and mental methods of calculation

- Be fluent in written methods for all four operations, including long multiplication and division, and in working with fractions, decimals and percentages
- Use mathematical language to explain/prove/justify their reasoning.

'Non-negotiables' EYFS – Y6:

- All teachers to use White Rose long term plans. Fluency aspect of lessons supported by 'Target Your Maths' Y1 – 6.
- Daily basic skills and arthmatic built into the lesson structure and time.
- Children with SEN are able to access prerequisite learning or the basic skills (adapted) for each unit of learning as appropriate through repeated practice if needed.
- Termly NFER assessments used to inform assessment and planning, and past SATs papers in Year 6
- Assessment outcomes are used to identify pupils needing additional practice or targeted intervention.

Resources

- - Manipulatives and representations (Numicon, place value counters, bead strings, tens frames, etc.) available in every classroom.
- - Central store of topic-specific resources.
- - Online platforms (TT Rockstars, White Rose Premium resources) supplement teaching and learning

Pedagogy and Lesson Design

Teachers plan meaningful lessons that allow children to develop mastery skills by making connections with previous, present and future Maths concepts so they can **'know and remember more'** in applying their fluency and problem-solving skills. In practice, teachers will do the following:

- Lessons follow the I do – We do – You do model for clear modelling and guided practice.
- Teachers use concrete, pictorial, abstract (CPA) representations to secure conceptual understanding.
- Lessons begin with retrieval of prior learning and end with opportunities to reason, apply and reflect.
- High-quality resources (White Rose, manipulatives, visual models, TT Rockstars for multiplication) are used consistently.
- Hooks into real-life and cross-curricular contexts (STEM, problem-solving, careers links) highlight the relevance of mathematics.

How we know if it has worked

Monitoring and Impact

- Book monitoring, pupil voice and lesson visits will evidence progression, depth of understanding, and consistency of approach.
- Leaders check that children are knowing and remembering more and that the White Rose progression is embedded.
- Data from assessments and monitoring is used to refine teaching, planning and provision.