

Larkspur Community Primary School

Mathematics Policy

November 2025



Maths Coordinator: Mr Askwith

1. Introduction

At Larkspur Community Primary School, we believe that a high-quality mathematics education provides a foundation for understanding the world, the ability to reason mathematically, and a sense of enjoyment and curiosity about the subject. Our aim is to develop confident, resilient, and independent mathematicians who are equipped with the necessary skills to succeed.

2. Curriculum and Planning

We follow the NCETM Curriculum Prioritisation materials as our core framework for mathematics in Years 1–6. These materials support a carefully sequenced approach to teaching and learning, ensuring progression in small, connected steps that build secure understanding. In Reception, we currently follow the White Rose Maths scheme, with a planned transition to Mastering Number from September 2026.

All teachers use our shared planning format to ensure consistency in lesson design across the school. Each lesson includes opportunities for recap and retrieval, explicit teaching of key vocabulary, and follows the 'I do, We do, You do' structure to model, guide, and support independent learning. Lessons are designed to identify and address misconceptions, promote reasoning, and develop fluency and problem-solving skills.

Planning is completed on a weekly basis by class teachers, who adapt and tailor lessons to meet the needs of all learners. The Maths Coordinator provides support and guidance where needed to ensure high-quality teaching and learning across the school.

We also have a separate Calculation Policy, aligned with the NCETM progression, which ensures consistency in the teaching of arithmetic and written methods across all year groups, supporting a coherent and developmental approach to mathematical understanding.

3. Teaching and Learning Approach

Our approach to maths teaching is rooted in the principles of mastery, ensuring that all children:

- Are taught the same lesson objective with adaptive teaching strategies in place to provide support and challenge where necessary.
- Develop a deep understanding of mathematical concepts through fluency, reasoning, and problem-solving activities.
- Receive scaffolded support when needed and opportunities for deepening their learning through rich and challenging tasks.

All classes follow the same structured lesson approach, which places a high emphasis on problem-solving. This ensures consistency across the school and allows children to develop critical thinking and reasoning skills. Additionally, each lesson begins with a daily retrieval practice (Memory Maths), enabling pupils to recall key facts and consolidate prior learning effectively.

We use a range of apparatus and manipulatives to support children's understanding of mathematical concepts. Concrete resources are used in a structured way to aid learning, with a focus on gradually reducing their use over

time. By the time children leave Year 6, they are confident in using a range of manipulatives and can apply their mathematical knowledge independently.

4. Assessment and Intervention

Assessment is an integral part of our teaching and learning process. We use a range of assessment strategies to ensure progress for all children:

- Daily Assessment for Learning (AFL): Teachers continually assess understanding within lessons to identify and address gaps in learning immediately.
- Summative Assessment: Formal assessments are conducted termly to monitor progress, inform planning, and identify children who may require additional support.
- Interventions: Data from assessments is used to plan targeted interventions, ensuring that all children are supported to achieve their full potential. Pre and post teach interventions are carried out daily by teaching assistants to support children who have been identified by the teacher.

5. Inclusion and Adaptive Teaching

We believe that every child is capable of achieving in mathematics. Our adaptive teaching strategies ensure that all children can access lessons and succeed, regardless of their starting points. This includes the use of scaffolds, concrete resources, peer support, and varied questioning techniques.

6. Role of the Maths Coordinator

The Maths Coordinator (Mr Askwith) is responsible for:

- Supporting teachers in planning and delivering high-quality maths lessons.
- Providing professional development and guidance on effective maths teaching.
- Monitoring the impact of teaching and learning through lesson observations, book scrutinies, and pupil voice activities.
- Analysing assessment data to track progress and inform whole-school development.

7. Conclusion

At Larkspur Community Primary School, we are committed to ensuring that all children develop a love of mathematics and achieve their full potential. Through a mastery approach, high-quality teaching, and robust assessment, we aim to create confident and capable mathematicians for the future.

This policy will be reviewed annually to ensure it remains effective and aligned with best practice in mathematics education.