

Larkspur Community Primary School

Mathematics Policy

Updated September 2026



Maths Coordinator: Mr Askwith

1. Introduction

At Larkspur Community Primary School, we believe that a high-quality mathematics education provides pupils with a strong foundation for understanding the world, developing mathematical reasoning, and fostering enjoyment and curiosity about the subject. Our aim is to develop confident, resilient and independent mathematicians who are equipped with the knowledge, skills and understanding needed to succeed both in school and in life.

Our mathematics curriculum is designed to develop secure understanding, fluency, reasoning and problem-solving, while ensuring that pupils make meaningful connections between different areas of mathematics.

2. Curriculum and Planning

We follow the NCETM Curriculum Prioritisation Materials as our core framework for mathematics from Year 1 to Year 6. These materials provide a carefully sequenced curriculum, supporting learning through small, connected steps and enabling pupils to develop deep and secure mathematical understanding.

In Years 1 and 2, pupils also take part in the Mastering Number programme daily, which supports the development of strong number sense, fluency and confidence with number. In Reception, pupils follow the Mastering Number programme as their mathematics curriculum. The programme provides a structured progression across number, as well as shape, space and measure.

All teachers use our shared planning format to ensure consistency in lesson design across the school. Lessons include opportunities for recap and retrieval, explicit teaching of mathematical vocabulary and follow the 'I do, We do, You do' structure to model new learning, guide pupils through examples and develop independent application.

Lessons are designed to identify and address misconceptions, develop mathematical language, promote reasoning and provide opportunities for fluency and problem-solving. Planning is completed on a weekly basis by class teachers, who adapt and tailor lessons to meet the needs of all learners. Teachers use the NCETM materials as a framework while making appropriate adaptations to respond to the needs, prior knowledge and progress of their pupils. 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. This supports a coherent and developmental approach to calculation and mathematical understanding.

3. Teaching and Learning Approach

Our approach to mathematics teaching is rooted in the principles of mastery, ensuring that all pupils are supported to develop a deep and secure understanding of mathematical concepts.

We aim to ensure that:

- Pupils are taught the same core mathematical concept and lesson objective, where appropriate, with adaptive teaching used to provide appropriate support and challenge.
- Learning is broken down into carefully sequenced, small steps that build on prior knowledge.
- Pupils develop fluency, reasoning and problem-solving skills and understand the connections between them.
- Mathematical vocabulary is explicitly taught and used consistently.
- Teachers use questioning and discussion to identify misconceptions and deepen understanding.
- Pupils are provided with appropriate scaffolds and representations where needed, alongside opportunities to work independently and deepen their understanding.
- All pupils are encouraged to explain their mathematical thinking and justify their answers.

All classes follow a consistent lesson structure, with a strong emphasis on mathematical thinking, reasoning and problem-solving. Each lesson begins with daily retrieval practice (Memory Maths), enabling pupils to revisit and recall key mathematical facts and previously taught knowledge.

We use a range of concrete resources, manipulatives and visual representations to support pupils' understanding. These are used purposefully to help pupils make connections between concrete, pictorial and abstract representations. As pupils develop secure understanding, support is gradually reduced so that they become increasingly confident and independent in applying their mathematical knowledge.

4. Assessment and Intervention

Assessment is an integral part of our mathematics teaching and learning. Teachers use assessment to identify what pupils understand, address misconceptions and adapt teaching accordingly.

We use a range of assessment strategies to monitor progress and inform future teaching:

- Daily Assessment for Learning (AFL): Teachers continually assess pupils' understanding through questioning, discussion, observation and pupils' work. Misconceptions and gaps are addressed within lessons wherever possible.
- Retrieval Practice: Daily Memory Maths provides regular opportunities for pupils to recall and apply previously taught knowledge and identify areas requiring further consolidation.
- Formative Assessment: Teachers use ongoing assessment to adapt lessons, identify pupils requiring additional support and plan appropriate next steps.
- Summative Assessment: Formal assessments are conducted termly to monitor attainment and progress, inform planning and identify pupils who may require additional support.

- Intervention: Assessment information is used to plan targeted support. Pre-teaching and post-teaching interventions are carried out where appropriate, including support from teaching assistants, to address specific gaps and misconceptions.

Our assessment approach focuses on identifying what pupils know and understand and using this information to inform teaching, rather than simply measuring performance.

5. Inclusion and Adaptive Teaching

We believe that every pupil is capable of making progress in mathematics. Our adaptive teaching approach ensures that pupils can access the mathematics curriculum and develop their understanding regardless of their starting point.

Teachers adapt teaching through:

- The use of concrete resources, manipulatives and visual representations.
- Carefully structured questioning and discussion.
- Scaffolding and worked examples.
- Pre-teaching and revisiting key vocabulary.
- Additional practice and consolidation where required.
- Appropriate adult support and peer collaboration.
- Opportunities for pupils to deepen and extend their mathematical thinking.
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Where pupils have additional needs, teachers work with teaching assistants and other relevant staff to identify appropriate adaptations and ensure that support enables pupils to develop increasing independence.

6. Role of the Maths Coordinator

The Maths Coordinator (Mr Askwith) is responsible for:

- Supporting teachers in planning and delivering high-quality mathematics lessons.
- Providing professional development and guidance on effective mathematics teaching and the implementation of the NCETM Curriculum Prioritisation Materials.
- Supporting the consistent implementation of the school's mathematics curriculum and calculation policy.
- Monitoring the quality and impact of mathematics teaching and learning through lesson observations, book scrutiny and pupil voice.
- Analysing assessment information to monitor progress and identify areas for whole-school development.
- Supporting staff in identifying and addressing gaps and misconceptions.
- Promoting consistency in mathematical vocabulary, representations and approaches across the school.
- Keeping up to date with developments in mathematics education and sharing relevant practice with staff.

7. Conclusion

At Larkspur Community Primary School, we are committed to providing a high-quality mathematics education that enables every pupil to develop secure mathematical knowledge, fluency, reasoning and problem-solving skills.

Through our carefully sequenced curriculum, mastery approach, adaptive teaching and consistent use of assessment, we aim to develop pupils who are confident, resilient and

increasingly independent mathematicians. We want pupils to recognise the value of mathematics beyond the classroom and develop the skills and confidence they need to apply their learning in everyday life, supporting our Learning for Life curriculum driver. This policy will be reviewed annually to ensure that it remains effective, reflects current practice and continues to align with the NCETM approach and best practice in mathematics education.