



Lympstone C of E Primary School MATHS Policy 2025

‘Let all that you do be done in love’

1 Corinthians 16:14

Vision Statement

“Let all that you do be done in love.” (1 Corinthians 16:14)

‘In doing this we aim to enable each child to flourish by celebrating their individual strengths so that their greatness is not overlooked. This creates a sense of dignity, respect and love for themselves, which they can then recognise and celebrate in others within the community and the world.

Vision Statement

“In doing this we aim to enable each child to flourish by celebrating their individual strengths so that their greatness is not overlooked. This fosters dignity, respect and love for themselves and others in the community and the world.”

INTENT (Aims)

In line with the 2014 National Curriculum, our aim is for all pupils to:

- Become fluent in mathematical fundamentals through varied and frequent practice with increasingly complex problems.
- Reason mathematically by following enquiries, making generalisations, and developing arguments using mathematical language.
- Solve routine and non-routine problems by applying maths in increasingly sophisticated ways, including breaking problems down and persevering to find solutions.

Maths is interconnected, requiring fluency between different representations of ideas. While domains are distinct, pupils should make connections across them to develop reasoning and problem-solving competence. Mathematical knowledge should also be applied across subjects.

Most pupils are expected to progress at a similar pace, though readiness and understanding should guide this. Those who grasp concepts quickly should be challenged with rich problems before accelerating content. Pupils needing more practice should consolidate understanding before moving on.

IMPLEMENTATION (Curriculum)

Our curriculum places numeracy at its core and encourages deep thinking through the 'APED' strategy – **Answer it, Prove it, Explain it, Draw it**. Maths is taught daily, supported by morning fluency sessions and enrichment through WOW weeks, trips, and visitors.

The **White Rose** scheme supports representation, reasoning, and justification. Every classroom has a Maths working wall featuring key vocabulary, flipchart work, STEM sentence starters, and APED support materials. Two resource boxes are always accessible to foster independence.

IMPLEMENTATION (Teaching Mathematics)

We use an enquiry-based approach with opportunities to respond, discuss, and evaluate. APED stickers promote deep thinking and justification. Lessons include various teaching strategies like interactive whiteboards, Chromebooks, and high-quality questioning.

We provide space for pupils to hypothesise, test ideas, and explore using Bloom's Taxonomy. In a safe, risk-tolerant environment, children develop into articulate mathematicians.

IMPACT (Assessment)

Pupil progress is assessed against national expectations. Key principles include:

- Moving from concrete to abstract concepts.
- Making connections within a broader framework.
- Demonstrating growing knowledge and skill.
- Thinking critically and respecting others' views.

Assessment includes written work, discussions, problem-solving, and presentations. Teachers track progress termly through book scrutiny and teacher assessments. Assessment is continuous and informs future planning.

Self-assessment is encouraged, and annual reports to parents include a maths progress comment.

IMPACT (Monitoring & Evaluation)

The Maths Lead and Headteacher monitor provision via lesson observations, pupil voice, and work scrutiny. The Lead contributes to self-evaluation, and governors oversee the subject through the curriculum portfolio.

Role of the Maths Leader

- Implement and review the Maths policy.
- Oversee the curriculum and respond to local/national changes.
- Monitor progress, resources, and priorities.
- Mentor and support staff, delivering CPD where appropriate.
- Foster parental engagement and ensure all pupils receive their entitlement.

Entitlement and Inclusion – EAL, PP, SC, SEND, More Able

All pupils have access to a broad, balanced curriculum. Teachers use varied styles and groupings to ensure progress. Children work independently and in groups, developing confidence and self-esteem.

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