



Brunshaw Primary School

*'Inspiring children to be resilient and aspirational learners,
within a positive and considerate community.'*

Mathematics Policy

March 2026

Agreed by Governors: 27/03/26

This policy outlines the guiding principles by which Brunshaw Primary School. We follow the National Curriculum for Mathematics, using Red Rose Maths as a scheme of work in Reception through to year 6.

Aims

We aim to develop and deepen pupil's mathematical knowledge and understanding so they are equipped with the necessary mathematical skills and attributes to be successful in the challenging world around with a specific focus on problem solving skills.

Throughout the pupils' time at Brunshaw and upon leaving, we aim for our pupils to:

- Have a positive attitude towards mathematics and recognise that being challenged in maths facilitates a greater and deeper understanding of mathematical concepts.
- Have competence and confidence in their application of mathematical knowledge, concepts and skills.
- Be able to approach and solve problems by thinking systematically and logically.
- Develop a range of effective and efficient mental calculation strategies for all four operations.
- Know when, why and how to use effective written methods for all four operations.
- Question and reason mathematically in order to challenge and develop their thinking.
- Understand how mathematics is used in the wider world and recognise its significance within industry as well as everyday life.
- Show initiative and an ability to work both independently and in cooperation with others.
- Have an understanding of mathematics through a process of enquiry, trial and error and experiment.
- Experience inclusive, adaptive teaching that meets their individual needs through appropriate scaffolding, challenge, targeted support and the use of varied representations, ensuring all pupils can access, engage with and succeed in mathematics.

In the Early Years Foundation Stage, children are taught in line with the Early Learning Goals (ELGs), specifically Number and Numerical Patterns. We use the Red Rose Maths scheme to support a coherent and progressive approach to early mathematical development. Children learn through a balance of teacher-directed and child-initiated activities. They are provided with opportunities to use a wide range of manipulatives to develop a secure foundation of mathematical knowledge and vocabulary, which underpins future mastery in mathematics.

Concrete Pictorial Abstract (CPA) Approach

Ensuring that children become competent in fluency; moving on to reasoning and problem solving, pupils learn new concepts initially using concrete examples, such as counters, then progress to drawing pictorial representations before finally using more abstract symbols, such as the equals sign.



Variation

The questions and examples are carefully varied by expert authors to encourage pupils to think about the maths. This ensures that pupils become highly fluent in areas of mathematics, ensuring that they can adapt their strategies to solve a variety of problems.

Differentiated Activities

Tasks and activities are designed to be easy for pupils to enter while still containing challenging components through guided tasks. For advanced learners, challenge is set through open-ended problems known as deeper learning and independent tasks ensuring that these pupils reason mathematically and build on their prior knowledge. All pupils are set work that is aspirational and challenging.

Problem Solving

‘The importance of problem-solving in learning mathematics comes from the belief that mathematics is primarily about reasoning, not memorization. Problem-solving allows students to develop understanding and explain the processes used to arrive at solutions, rather than remembering and applying a set of procedures.’ (Klerlein & Hervey)

Problem solving is used in order to develop pupils’ higher-level thinking. This ensures that all children have regular opportunities to deepen their learning and understanding. Problem solving is applied at different stages, ensuring that pupils are competent in fluency prior to solving a variety of problems.

Recap Starters

In years Reception – 6, pupils have daily starters (or Key Skills Practice in reception) which recap key skills. Alongside this, pupils’ areas to develop are rigorously identified by class teachers, and from this constant recapping of skills (through a spiral curriculum approach), children can become proficient mathematicians.

Maths Across the Curriculum

In addition to daily maths lessons, teachers will make every effort to provide opportunities to apply pupils’ maths skills across the Wider Curriculum. These opportunities will provide a meaningful context to apply maths skills and allow children to make links between their learning. An example of this includes graphs and charts in science.

Marking

See Feedback and Marking Policy

Assessment

Ongoing assessment is an integral part of daily mathematics lessons. Teachers use formative assessment strategies, including skilled questioning, observation, live marking, feedback, and analysis of pupils' responses, to identify misconceptions and adapt teaching accordingly. In addition to this continuous in-class assessment, teachers use a range of assessment materials, including end-of-half-term learning checks and termly assessments from Red Rose Maths, to further validate their judgements. Assessment outcomes are recorded and discussed during regular pupil progress meetings with members of the SLT to ensure appropriate support and challenge for all pupils.

Equal Opportunities

Mathematics is taught within the guidelines of the school's equal opportunities policy.

- We ensure that all our children have the opportunity to gain maths knowledge and understanding regardless of gender, race, class, physical or intellectual ability.
- Our expectations do not limit pupil achievement and assessment does not involve cultural, social, linguistic or gender bias.
- We aim to teach maths in a broad global and historical context, using the widest possible perspective and including the contributions of people of many different backgrounds.
- We draw examples from other cultures, recognising that simple technology may be superior to complex solutions.
- We value maths as a vehicle for the development of language skills, and we encourage our children to talk constructively and with mathematical reasoning about their maths knowledge and understanding.
- We recognise the particular importance of mathematical progression for all in terms of the concrete – pictorial- written approach to the teaching and learning of new maths concepts.
- We recognise that maths may strongly engage the more able child, and we aim to challenge and broaden their understanding of maths through the application of an ever widening variety of contextualised teaching and learning activities. We develop this by asking and encouraging challenging questions.

Reporting

Children's progress is reported to parents and carers through written reports in the Summer Term and Parents' Evenings in the Autumn and Spring Terms. If, at any time, teachers or parents wish to discuss a child's progress in more detail, a meeting can be arranged to share information and agree appropriate next steps, including any necessary early intervention.

The Learning Environment

All classrooms will have a mathematics working wall. These display boards will include some or all of the following

- teacher annotations
- pictorial/concrete representations

- key/new vocab
- examples of teacher modelling
- success criteria
- learning objective
- examples of pupil work including written explanations to teacher questioning or tasks
- images linking to current learning e.g. examples of negative numbers in context (Lift to below ground levels, thermometer reading)

In addition to the working wall, all classrooms must ensure children have independent access to the following equipment (kit boxes):

- Times table squares
- Hundred squares
- Number Line (age appropriate)
- Base Ten (and/or other age appropriate concrete counting/Place value resources e.g. digit cards, straw bundles, PV sliders)
- Place value charts

Reviewed: March 2026
Next Review: March 2028