



Maths Policy

Approved by the Governing Body
Summer 2026

Purpose

This policy outlines the intent, implementation and impact of mathematics teaching at Larkfields Infant School. It ensures a consistent, high-quality approach to teaching and learning across EYFS and Key Stage 1, enabling all pupils to develop as confident, fluent and thoughtful mathematicians.

Aims

At Larkfields Infant School, we aim for all children to:

- Develop a positive attitude and resilience in mathematics
- Become fluent in number and key mathematical concepts
- Reason and explain their thinking using precise mathematical language
- Solve problems by applying their knowledge in a range of contexts
- Make connections within mathematics and to real life
- Work both independently and collaboratively

We are committed to the belief that all children can succeed in mathematics.

Our Maths Curriculum

The Intent

At Larkfields Infant School, we view Mathematics as a rigorous discipline that gives pupils the numerical and logical framework they need to make sense of their world. Our curriculum is designed to move beyond surface-level calculation, transitioning children from an instinctive understanding of quantity in EYFS to a confident, reasoned approach to number, shape and measure by the end of Year 2. Guided by our motto, we empower pupils to master precise mathematical language and the structural thinking needed to calculate, reason and solve problems — and to know why their answers make sense.

Our Curriculum Drivers

1. Achievement: Mastering the Number Framework

We define achievement as the mastery of substantive knowledge and the technical skills of calculation, reasoning and problem-solving.

- **Substantive Expertise:** Pupils build cumulative knowledge across five strands: Number and Place Value, Addition and Subtraction, Multiplication and Division, Fractions, and Measurement and Geometry.
- **Vocabulary as Currency:** Technical terms are explicitly taught and retrieved, moving from 'more' and 'fewer' in EYFS to 'partition', 'exchange', 'commutativity', 'denominator' and 'quotient' by Year 2.
- **Concrete–Pictorial–Abstract:** We treat hands-on manipulation as the essential first step to understanding. Pupils move between handling physical objects and base-10 blocks to drawing representations, before working with abstract notation.

2. Belonging: Connecting Mathematical Ideas Across Contexts

Mathematics at Larkfields fosters a sense of belonging by showing pupils that number, shape and measure are woven into the world they live in.

- **Coherent Progression:** We build mathematical understanding through a deliberate sequential thread: quantity and number sense → additive reasoning → multiplicative thinking → fractions and measurement, with each stage building on the last.
- **Real-World Relevance:** We explicitly reject mathematics as an abstract exercise disconnected from everyday life. Our use of real coins, measuring equipment, timetables and data gathered by pupils keeps learning meaningful and purposeful.
- **Mathematical Community:** Pupils learn they belong to a mathematical community of enquirers. Through shared reasoning tasks, whole-class discussion and partner work, children develop the confidence to explain their thinking and listen to others.

3. Confidence: The Power of Reasoning and Fluency

We empower children to become independent mathematical thinkers through structured reasoning, purposeful retrieval and inclusive access to rich concepts.

- **Fluency with Understanding:** Confidence is built through fluency that is accuracy without undue effort — not rote chanting of facts, but flexible, efficient recall that supports reasoning. Mastering Number runs as a dedicated daily session in Year 1 and Year 2 to secure number bonds, doubles and near-doubles.
- **Reasoning in Every Lesson:** By Year 2, pupils confidently explain, justify and generalise — answering questions such as 'Is it always true?', 'How do you know?' and 'What do you notice?' to build logical, transferable thinking.
- **Inclusive Cognitive Access:** Our exemplary SEND provision — using Dienes blocks, rekenreks, tactile number lines, laminated part-whole mats and real measuring resources — ensures that every child can engage in high-level mathematical thinking, accessing the same rich concepts through different representations.

The Implementation

EYFS

In Reception:

The Mastering Number Programme (NCETM) forms the core of mathematics teaching

This is supplemented through:

- Continuous provision
- Structured play opportunities
- Snack shop and real-life maths contexts

Children:

- Explore number through manipulatives and practical experiences
- Develop understanding of the composition of number
- Build strong foundations for KS1 mathematics

Key Stage 1

The core of our maths curriculum is the National Curriculum. Mathematics is taught using:

- NCETM Curriculum Prioritisation materials (core curriculum)

- Mastering Number sessions (additional daily lesson focusing on fluency)

Children receive:

- 5 maths lessons per week
- 4 Mastering Number sessions per week
- Daily opportunities for fluency, reasoning and problem solving

Teaching Approach

Our teaching is guided by principles from the NCETM and includes:

Teaching for Mastery

- Small, carefully sequenced steps
- Whole-class teaching with high expectations for all
- Depth before acceleration

Teaching for Mastery Principles

- It is achievable for all – we have high expectations and encourage a positive ‘can do’ mindset towards mathematics in all pupils, creating learning experiences which develop children’s resilience in the face of a challenge and carefully scaffolding learning so everyone can make progress.
- Deep and sustainable learning – lessons are designed with careful small steps, questions and tasks in place to ensure the learning is not superficial.
- The ability to build on something that has already been sufficiently mastered – pupils’ learning of concepts is seen a continuum across the school.
- The ability to reason about a concept and make connections – pupils are encouraged to make connections and spot patterns between different concepts and use precise mathematical language, which frees up working memory and deepens conceptual understanding.
- Conceptual and procedural fluency – teachers move mathematics from one context to another (using objects, pictorial representations, equations and word problems). There are high expectations for pupils to learn times tables, key number facts (so they are automatic) and have a true sense of number.
- Problem solving is central – this develops pupils’ understanding of why something works so that they truly have an appreciation of what they are doing rather than just learning to repeat routines without grasping what is happening.
- Challenge through greater depth - rather than accelerated content, (moving onto next year’s concepts) teachers set tasks to deepen knowledge and improve reasoning skills within the objectives of their year group.

Lesson Structure

Lessons follow a consistent structure:

- Fluent recall / retrieval practice
- Teach (I do)
- Guided practice (We do)
- Independent practice (You do)
- Reasoning and problem solving
- Review and feedback

Classroom Principles to Establish:

- Everyone can learn mathematics to the highest levels.
- Instead of ‘can’t do it’, think ‘can’t do it yet’.

- Mistakes are valuable.
- Questions are important.
- Mathematics is about creativity and problem solving.
- Mathematics is about making connections and communicating what we think.
- Depth is much more important than speed.
- Mathematics lessons are about learning, not performing.

Key Pedagogical Approaches

Concrete–Pictorial–Abstract (CPA)

Children move through:

- Concrete resources (e.g. counters, tens frames)
- Pictorial representations
- Abstract symbols

Variation

- Procedural and conceptual variation used to deepen understanding
- Children compare: *“What is the same? What is different?”*

Mathematical Talk

- Partner talk embedded in lessons
- Sentence stems support reasoning (e.g. *“I know this because...”*)
- Teachers model precise mathematical vocabulary

Fluency, Reasoning and Problem Solving

These are embedded daily, not taught separately:

- **Fluency:** secure and efficient recall
- **Reasoning:** explaining, justifying, proving
- **Problem solving:** applying maths in different contexts

Adaptive Teaching (Inclusion)

All pupils work on the same learning objective

Support is provided through:

- Scaffolding
- Same-day intervention

Challenge is provided through:

- Deeper reasoning
- Rich problem-solving tasks (not acceleration)

Assessment

Assessment is used to inform teaching and ensure all pupils keep up.

Formative Assessment

- Ongoing during lessons through questioning and observation
- Immediate adjustments to teaching
- Rapid intervention to address misconceptions

Summative Assessment

- End-of-block assessments
- Used alongside teacher judgement

Ready to Progress Criteria

We use the Ready to Progress criteria to:

- Identify key learning that must be secured
- Ensure children are ready to move on
- Support targeted intervention

The Impact

The impact of our mathematics curriculum is that:

- Children achieve age-related expectations or better
- Pupils demonstrate secure understanding of key concepts
- Children can explain their thinking clearly
- Pupils show confidence, resilience and independence
- Learning is retained and built upon over time

Children enjoy and achieve in mathematics and develop a real interest in the subject. Success for all is about ensuring no child is left behind as well as ensuring more children excel in mathematics.

Roles and Responsibilities

Subject Leader

- Leads curriculum development and monitoring
- Supports staff through CPD and coaching
- Monitors teaching, learning and outcomes
- Ensures consistency across the school

Teachers

- Plan and deliver high-quality lessons
- Assess pupils effectively
- Adapt teaching to meet pupil needs
- Maintain high expectations for all

Spiritual, moral, social and cultural development Mathematics contributes to pupils' spiritual, moral, social and cultural (SMSC) development through opportunities to explore patterns and relationships, reason and justify ideas, and work collaboratively. Pupils develop resilience, respect for others' viewpoints, and confidence in expressing their thinking using mathematical language

British Values

- Democracy: sharing ideas, taking turns, partner talk
- Rule of Law: following mathematical rules and methods
- Individual Liberty: choosing strategies to solve problems
- Mutual Respect: valuing different answers and explanations

Inclusion in Maths (SEND)

We are committed to ensuring all pupils succeed in mathematics. Support may include:

- Concrete resources and visual representations

- Scaffolded tasks
- Additional adult support
- Alternative recording methods
- Bespoke planning

Marking

Marking of mathematics books should be completed in line with the Larkfields Infant marking policy. Next steps are not necessary as the next lesson is normally the next step in learning. However, it is essential that all marking picks up and addresses any misconceptions/mistakes and thorough questioning ensures children have clarified their thinking clearly.

Parent Partnership

We support parents to engage with mathematics through:

- Curriculum information
- Parent meetings
- Guidance on supporting maths at home

Monitoring and Review

Mathematics is monitored through:

- Lesson observations
- Book scrutiny
- Pupil voice
- Data analysis

The policy is reviewed regularly to reflect current best practice.