



**Maltese Road
Maths Policy
April 2025**

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1. Vision Statement

The main rationale of mathematics mastery is ‘everyone can’. At Maltese Road, we adopt the principles of a growth mind set by giving all children the structures and support required in order to succeed in their learning.

2. Intent

The intention of the mathematics curriculum at Maltese Road Primary is that children are taught to become competent mathematicians who can explain their reasoning and show their understanding using a variety of different representations whilst continually repeating key basic skills.

We work in line with the 2014 National Curriculum for Maths which aims to ensure that all children:

- Become fluent in the fundamentals of mathematics;
- Are able to reason mathematically;
- Can solve problems by applying their mathematics.

At Maltese Road, we strive to embed the skills and processes necessary to enable children to use and apply their maths learning in a variety of contexts. We aim to develop children’s enjoyment of maths and provide opportunities for children to build a conceptual understanding of maths before applying their knowledge to everyday problems and challenges. Our approach to the teaching of mathematics develops children’s ability to work both independently and collaboratively. Through mathematical talk and reasoning, children will develop the ability to articulate and discuss their thinking.

We are committed to ensuring that children are able to recognise the importance of maths in the wider world and that they are also able to use their mathematical skills and knowledge confidently in their lives in a range of different contexts.

3. Implementation

At Maltese Primary School, we have implemented a blocked curriculum approach to the teaching of mathematics by following the White Rose Hub (WRH) scheme of learning. The White Rose Hub scheme of work supports the ‘Concrete, Pictorial, Abstract’ (CPA) approach driven by the mastery programme. This helps children to *show* and *talk about* their understanding of mathematical thinking in different ways, enabling them to ‘make sense’ of what is represented. The use of consistent models throughout the programme such as bar models, Dienes, number lines, rekenreks etc builds fluency and understanding of underlying mathematical concepts and enables children to solve a range of problems using a method they prefer. In addition to the wide range of pictorial models used, the school also has a wide variety of good quality concrete equipment and resources to support learning.

Teachers reinforce an expectation that all children are capable of achieving high standards

in mathematics, where the large majority of children progress through the curriculum content at the same pace. Adaptation is achieved through precise questioning, individual support and resourcing. Teachers challenge those who have grasped the content by 'going deeper' and encouraging children to further explore the ideas and concepts of the lesson, through problem solving, rather than moving them through the curriculum faster. Through ongoing formative and summative assessments, teachers are able to identify gaps in understanding and plan for those requiring intervention as soon as possible. The school is committed to ensuring the active participation and progress of all children in their learning.

Through careful planning using WRH scheme, alongside other resources, we aim to ensure that the teaching of mathematics at Maltese Road Primary School provides opportunities for:

- Individual, paired, group and whole class discussions, teaching and activities;
- A range of methods of calculating e.g. mental, pencil and paper
- Open and closed tasks; including fluency, reasoning and problem solving;
- Practical activities and mathematical games, including the use of ICT;
- Learners to self-select different tasks (green, amber and red tasks) that address the same objective but at different depths. We feel that to encourage a growth mind-set, it is important that learners are able to work on the choices they make for themselves based on self-assessment rather than the teacher making the decision for them.

Implementing the WRH scheme of work ensures that there is whole-school consistency and progression in skills. Expectations and an appropriate order of children's learning are outlined in the form of small steps. (See Progression Document.)

4. **EYFS**

At Maltese Road Primary School, children in Reception have a short daily maths teaching session. The content and progression of learning is guided by the WRH scheme of learning. This is an appropriate scheme for our children for a number of reasons:

- It has a flexible play-based content that allows the teacher to be led by each cohort's individual strengths, needs and interests.
- With children of varying abilities entering the school, the emphasis on truly mastering the five principles in counting ensures that all children have solid foundations to the application of number:
 1. One-one: assigning one number to each object counted
 2. Stable order: counting in the correct order
 3. Cardinal: the final number counted equates to the total
 4. Abstraction: anything can be counted
 5. Order-irrelevance: a group of objects can be counted in any order
- The slow pace allows children to master and explore concepts in meaningful and relevant contexts to deepen their understanding.

- It provides examples and guidance on physical resources, pictorial representations, songs, stories games and role-play.

The teacher in Reception works to secure a good balance between whole class learning, group teaching and individual practice. Throughout the week a child will work with an adult - either a teacher or a supporting adult - on a differentiated task. Staff in the EYFS classroom question children according to their current learning and provide immediate feedback to challenge them to move on to their next steps. Children are observed and assessed in an ongoing and collaborative manner between all adults in the classroom to improve the accuracy of this. This also ensures that children in need of additional support and intervention are identified and supported immediately.

At Maltese Road Primary School, we recognise the importance of play-based learning and therefore encourage children to develop their understanding during their play. Children in Reception have access to activities that link to a mathematics focus both in the indoor and the outdoor learning environments. These are available for self-selection during child-initiated activities, known to the children as 'Explore Time'. These independent activities give children the opportunity to consolidate their whole-class learning and develop their mathematical skills in a comfortable and play-based setting in order to gain the most learning out of each experience.

5. **Impact**

Assessment is seen as an integral part of the teaching process and we strive to make our assessment purposeful, allowing us to match the correct level of work to the needs of the pupils to allow children to progress. Short term assessment is a feature of each lesson; observations and careful questioning enable teachers to adjust lessons and brief other adults in the class if necessary. This allows for any misconceptions to be addressed as soon as possible. Opportunities for additional practice and correction are provided by the teacher as soon as possible, and children who need additional support are identified for further interventions.

A *hot task* is completed at the end of each block in each year group. This is used by the teacher to ensure that any identified gaps in understanding can be addressed before moving learning on.

At the end of each term, teachers in all classes administer an arithmetic paper and reasoning and problem-solving paper which specifically links to the coverage for that term. In year 6, the children are exposed to more regular assessment (in spring term) to prepare them for the SATs tests in May. The results of these papers are used to identify children's ongoing target areas. Results from end of term assessments are shared with subject leader, along with any useful information.

Together these assessment tools inform the whole school tracking of attainment and progress for each child in line with each 'fundamental' objective. They reliably inform assessments at Pupil

Progress reviews by feeding into Target Tracker. This ensures that provision remains well-informed to enable optimum progress and achievement.

6. Inclusion

All children will be given equal opportunities to achieve their best possible standard, whatever their current attainment and irrespective of gender, ethnic, social or cultural background, home language or any other aspect that could affect their participation or the progress of which they are capable. A range of inclusion strategies, as listed on the school's inclusion policy, are embedded in practice and teachers are aware of the special educational needs of the children in their maths class, as well as those who have English as an additional language.

Although the expectation is that the majority of children will move through the programmes of study at broadly the same pace, the 2014 National Curriculum states:

'Decisions about when to progress should always be based on the security of children's understanding and their readiness to progress to the next stage.'

If a child's needs are best met by following an alternative plan, including coverage of the content from a previous year, this will be overseen by the SENDCo, in collaboration with the class teacher. Specific arrangements for the provision of children with SEND will be communicated to parents and carers during SEND reviews.

Date of Policy: April 2025

Policy Review Date: April 2026