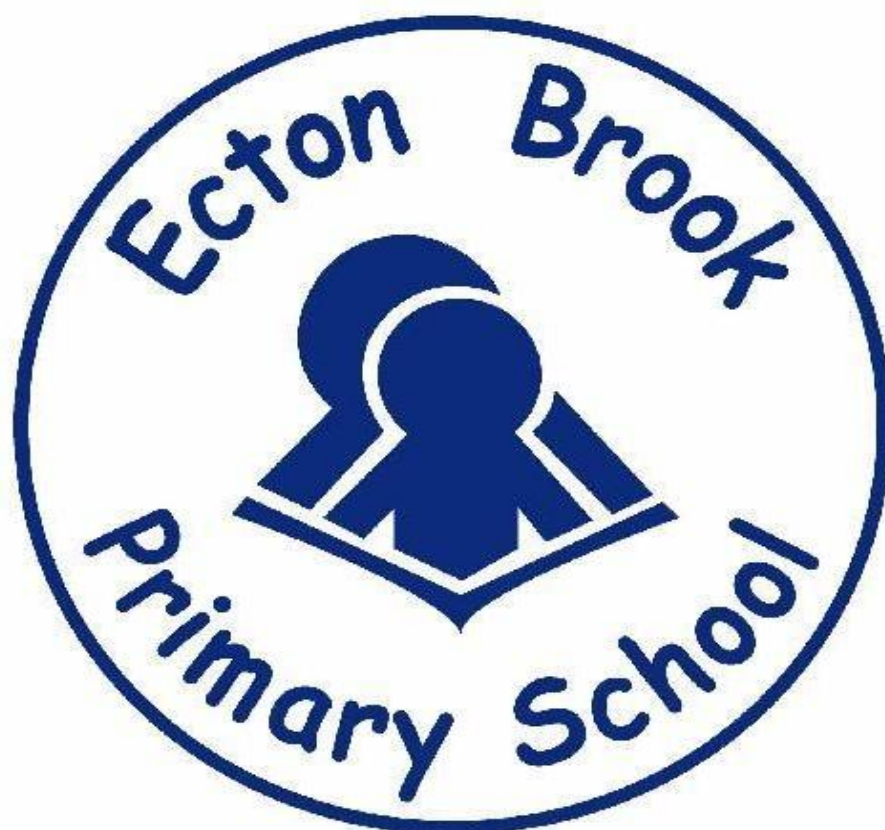


ECTON BROOK

Primary School



Mathematics

Policy

September 2025

Introduction

This policy sets out our aims for pupils' mathematical education and is regularly updated to reflect school developments. It aligns with:

- **Early Years Foundation Stage Guidance**
- **National Curriculum (2014)**

It should be read alongside the *Northampton Academy Trust Mathematics Aims and Principles* (Feb 2020).

Intent

The National Curriculum (2014) aims for all pupils to:

- **Become fluent** in mathematical fundamentals through varied practice, developing conceptual understanding and quick, accurate recall.
- **Reason mathematically** by exploring patterns, forming conjectures, and justifying conclusions using mathematical language.
- **Solve problems** by applying maths to routine and non-routine situations, breaking them into steps and persevering.

We aim for all children to see themselves as mathematicians, develop confidence, and enjoy the subject. We provide an inclusive, stimulating environment where all pupils can access the curriculum and resources regardless of background or ability.

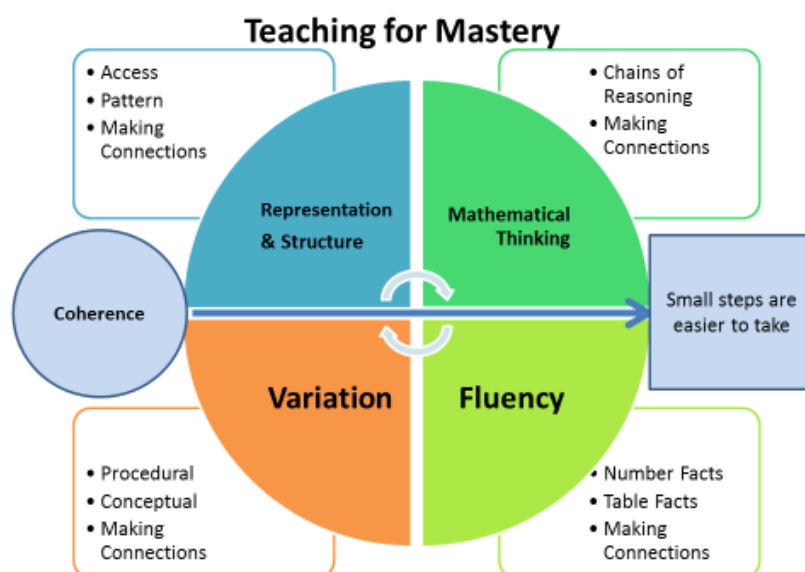
Role of the Mathematics Subject Leader

- Support teachers in delivering the National Curriculum.
- Monitor and evaluate maths teaching and learning.
- Undertake CPD and model high-quality practice.
- Provide staff training to raise standards.
- Stay informed through research and professional reading.
- Audit and maintain resources.

Implementation

Mastery

Ecton Brook follows a mastery approach to teaching and learning in mathematics. Since beginning the transition in September 2019, the school has built a culture where pupils develop deep, secure understanding of mathematical concepts. This approach is informed by research from Guskey (2009) and Skemp (1976), as well as the Mathematics Specialist Teacher Programme and the NCETM/Maths Hub Mastery Specialist Programme.



Coherence:	Variation:	Representation and Structure:	Mathematical Thinking:	Fluency:
Ensures concepts are planned out through small steps that link every question with the key concept for that lesson.	Procedural variation ensure questions are carefully thought out and conceptual variation is used to represent the concept being taught in more than one way.	Concepts are explored using a concrete, pictorial, visualise and abstract approach (CPVA). This exposes the mathematical relationships and structures being taught.	Supports the children's ability to find relationships between the mathematics they learn. They are encouraged to use their reasoning skills to look for patterns and connections.	Ensures a focus on number facts including number bonds, partitioning and times table facts so that they can apply these skills flexibly to their problem solving.

Maths in Early Years

Reception year follow the EYFS Statutory Framework and NPAT Early Years Curriculum, focusing on imaginative, practical activities that promote mathematical thinking. Teachers use resources from Herts for Learning Essential: Maths. Assessment is based on two Early Learning Goals:

- **Number**
- **Numerical Patterns**

Children learn through play, including number observation, construction, board games, songs, stories, outdoor play, and practical activities like cooking and shopping. The Reception environment includes a dedicated maths area, encouraging independence and concentration.

Key Stage 1 and 2

Maths teaching follows the National Curriculum, delivered through **Quality First Teaching** with a focus on process and reasoning. Mistakes are embraced as learning opportunities.

Six Key Principles

1. All pupils can succeed in maths.
2. Whole-class teaching with no ability grouping; support and challenge provided through scaffolding and rapid intervention.
3. Emphasis on understanding why methods work, not just answers.
4. Use of precise mathematical language and regular mathematical talk.
5. Use of conceptual and procedural variation for deep understanding.
6. Adequate time on key concepts to secure learning.

Lesson Design

- Teacher input $\approx$ 30 mins, leaving time for independent practice and intervention.
- One new objective per lesson.
- Misconceptions anticipated and addressed.
- High-quality tasks and resources integrated.
- Movement between concrete, pictorial, visualisation and abstract representations.

- Use of comparisons: *“What’s the same? What’s different?”*
- Frequent pupil discussion and formative assessment throughout lessons.

Planning

Teachers plan in line with the National Curriculum using **Power Maths (White Rose edition)**, supplemented by White Rose, Numicon, and NCETM mastery resources.

Planning includes scaffolding and extension tasks.

In KS1, pupils record work in the Maths learning journals. They are encouraged to use different representations and display their mathematical understanding.

In KS2, pupils record work in Power Maths Practice Books; additional work may be in Maths books or on whiteboards.

Assessment

- **Daily AfL** guides teaching and learning.
- **EYFS:** Observational notes, formative grids, baseline on entry, ELGs reported to parents and used for transition to Year 1.
- **KS1 & KS2:**
 - Year 1: NTS Rising Stars (Summer).
 - Years 2–5: NTS Rising Stars termly.
 - Year 4: Multiplication baseline (Autumn), national check (Summer).
 - Year 6: Past SATs (Autumn, Spring), national SATs (May).

SLT reviews data termly in Pupil Progress Meetings to inform action plans. SEN pupils are assessed against small steps and individual needs.

Homework & Parental Involvement

- **TLCs** (Autumn & Spring) share progress and next steps.
- Year 6 SATs meetings and booster sessions support preparation.
- Homework: **Times Tables Rock Stars** (Y3–6); **SATS Companion** for Y6 and Termly KIRF sheets for all year groups

ICT in Maths

Classes use interactive LED screens, iPads, and laptops to enhance understanding where appropriate.

Resources

Each class has a range of resources including: Numicon, base 10, place value tools, Rekenreks, counting sticks, subitising cards, rulers, cubes, dice, dominoes, number lines and 100 squares. Central resources for shape, space, measures and problem solving are managed by the Maths Lead.

Impact

We aim for all children to make strong progress and meet national standards. Core principles:

1. Everyone can learn maths to a high level.
2. *"Can't do it yet"* mindset.
3. Mistakes and questions are valuable.
4. Maths is creative, connected, and about problem solving.
5. Depth matters more than speed.
6. Lessons focus on learning, not performance.