At Deddington, we create an inclusive, nurturing, and caring community, empowering each other to let our light shine through: INSPIRING and supporting each other, BELIEVING in ourselves and others, and ACHIEVING together.

Deddington Primary School

Maths Policy.

Adopted by Local Governing Body	
Signed - Headteacher	
Signed - Governor	
Renewal date	

Please also refer to Teaching and Learning Policy

Calculation Policy SEND policy, Marking Policy, Assessment Policy

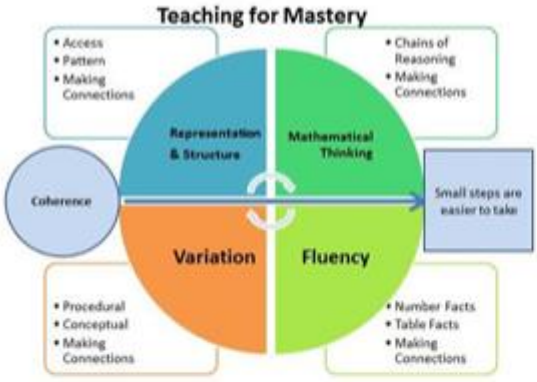
Maths – Our Vision

At Deddington Primary School, we teach the National Curriculum through the White Rose Maths Scheme which sequences learning into small steps. Children are exposed to a 'mastery' approach to Maths which focuses on building a deep conceptual understanding of topics and encourages deeper learning and thinking. All of our children are exposed to a variety of fluency, reasoning and problem-solving questions. We use a Concrete/ Pictorial /Abstract approach, which allows children to develop a strong understanding using physical resources and pictorial representations before moving to more abstract questions.

Curriculum Intent

At Deddington Primary School we follow a Teaching for Mastery Approach and have chosen to use White Rose Maths to underpin our mathematics curriculum as it provides an ambitious, connected curriculum that is accessible to all pupils and has a clear progression through the primary years and beyond, enabling the children to develop deep understanding and acquire a rich knowledge base. At the heart of our curriculum is a commitment to develop resilience, responsibility, confidence and self-belief, enabling our children to become fluent in the fundamentals of mathematics as well as develop their ability to reason and solve problems.

The Principles for Teaching for Mastery Approach are



Coherence	Representation and Structure	Mathematical Thinking	Fluency
Lessons are broken down into small connected steps that gradually unfold the concept, providing access for all children and leading to a generalization of the concept and the ability to apply the concept to a range of contexts.	Representations used in lessons expose the mathematical structure being taught, the aim being that students can do the maths without recourse to the representation.	If taught ideas are to be understood deeply, they must not merely be passively received but must be worked on by the student: thought about, reasoned and discussed with other.	Quick and efficient recall of facts and procedures and the flexibility to move between different contexts and representations of mathematics

Variation
Variation is twofold. It is firstly about how the teacher represents the concept being taught, often in more than one way, to draw attention to critical aspects, and to develop deep and holistic understanding. It is also about the sequencing of the episodes, activities and exercises used within a lesson and follow up practice, paying attention to what is kept the same and what changes, to connect the mathematics and draw attention to mathematical relationships and structure.

Our intent focuses on equipping all pupils with the mathematics they need to master the curriculum for each year group, which requires that all pupils:

• recall key number facts with speed and accuracy and use them to calculate and work out unknown facts;

• develop their ability to apply mathematical skills with confidence and understanding when solving problems.

• apply their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions

• express themselves and their ideas using the language of mathematics with assurance.

• have sufficient depth of knowledge and understanding to reason and explain mathematical concepts and procedures and use them to solve a variety of problems. • develop positive attitudes to mathematics, recognising that mathematics can be both useful and enjoyable.

Our expectation is that the majority of pupils will move through the programmes of study at broadly the same pace. However, decisions about when to progress should always be based on the security of the pupil's understanding and their readiness to progress to the next stage. Pupils who grasp concepts rapidly should be challenged through being offered rich and sophisticated problems before any acceleration through new content. Those children who are not sufficiently fluent with earlier materials should consolidate their understanding, including through additional practice, before moving on.

Lesson Organisation

Maths is taught daily from Reception to Year 6. In addition to the main Maths lesson, Years 1-2 have an additional short daily session using the NCETM Mastering Number Programme which develops secure number sense and fluency. Mastering Number is the main scheme used in EYFS,
with additional input from White Rose or other resources to supplement the teaching of shape and measure. In EYFS Maths is part of teaching and learning within continuous and enhanced provision as well as regular maths group time sessions from Nursery which encourage development of core number skills, problem solving, counting, subitising, number patterns, spatial reasoning and shape, pattern and measure.

Lesson Design in Maths

1 Begin Lessons with a Short Review of Previous Learning
Use WRH Flashback 4's at the start of each lesson.

2. Present New Material in Small Steps

Teachers to recap learning in small steps, referring to the WRH scheme of learning 'Small Steps' document. Staff are beginning to use NCETM materials in their lesson design

3. Ask a Large Number of Questions and Check the Responses of All Pupils

Staff to encourage 'maths talk in classes where children think- pair- share discussions. We are encouraging a no hands up approach. Stem sentences are used in lessons to develop oracy in maths.

4. Provide Models and Worked Examples

Staff will use and adapt WRH PowerPoints when delivering maths to their classes. NCETM and also I see reasoning, Deconstructing Word Problems have been introduced as an extra resource. Working walls in classrooms will include relevant vocabulary to the maths being taught, models and scaffolds to help with learning and retention.

5. Guide Student Practice

Using the teaching model of I do, We do,You Do teachers will model and support children's learning – There will be a 'back and forth' element of questions, answers and practice within the lesson.

6. Resources and Manipulatives

Children have been provided with a wide range of resources to aid learning, numicon, base 10 , place value counters, number lines, 100 squares, place value charts ,Ten frames, rekenreks, counters and are encourage to access independently.

7. Developing Fluency
Mastering Number F1 -Y2 will encourage pupils to be fluent in maths understanding. The image below shows the key number facts children will need to know by the end of Year 2.

+	0	1	2	3	4	5	6	7	8	9	10
0	0+0	0+1	0+2	0+3	0+4	0+5	0+6	0+7	0+8	0+9	0+10
1	1+0	1+1	1+2	1+3	1+4	1+5	1+6	1+7	1+8	1+9	1+10
2	2+0	2+1	2+2	2+3	2+4	2+5	2+6	2+7	2+8	2+9	2+10
3	3+0	3+1	3+2	3+3	3+4	3+5	3+6	3+7	3+8	3+9	3+10
4	4+0	4+1	4+2	4+3	4+4	4+5	4+6	4+7	4+8	4+9	4+10
5	5+0	5+1	5+2	5+3	5+4	5+5	5+6	5+7	5+8	5+9	5+10
6	6+0	6+1	6+2	6+3	6+4	6+5	6+6	6+7	6+8	6+9	6+10
7	7+0	7+1	7+2	7+3	7+4	7+5	7+6	7+7	7+8	7+9	7+10
8	8+0	8+1	8+2	8+3	8+4	8+5	8+6	8+7	8+8	8+9	8+10
9	9+0	9+1	9+2	9+3	9+4	9+5	9+6	9+7	9+8	9+9	9+10
10	10+0	10+1	10+2	10+3	10+4	10+5	10+6	10+7	10+8	10+9	10+10

Y3- 6 will need to continue to check understanding of these facts, whilst also developing fluency of multiplication facts. Each pupil has access to an account on TTRockstars. Teachers will regularly assess progress and learning of times tables in Yrs. 3 and 4, in readiness for the Y4 multiplication assessment. Years 5 and 6 classes continue with TT Rockstars and checks when needed.

Planning

Mastering Number F1 – Y2 provides the teacher with an in-depth daily plan and also a PowerPoint and will be supplemented with equipment when required

Staff will also use the long, medium- and short-term planning units from White Rose Hub, making sure that they are familiar with the scheme of learning for each unit.

<u>Assessment</u>

Formative assessment is ongoing, taking place within each maths lesson, through effective questioning, observation and feedback.

Summative assessment will take place three times a year using NTS maths papers in Yrs 1-5. Yr 6 pupils will take part in SATS at the end of their school year so throughout this year assessments will include previous SATs papers as well as the NTS assessments required for ODST schools. The results of these assessments will be recorded on Insight.

Teachers will also use the end of unit assessments from White Rose Hub when needed.

Support for Staff

Deddington Primary School is a part of the BBO maths hubs and two member of staff have attended meetings for the Primary Mastery Work Group (2026/26). These sessions provide support for the maths lead and also offer a wide variety of training sessions for all members of staff.