

Wrockwardine Wood Church of England
Junior School



Maths Policy – 2025 – 2026

Reviewed November 2025

To reviewed November 2026



“Love, Laugh Learn”

We will ignite the ability in all to ***‘Love, Laugh and Learn’***, recognising the extraordinary and wondrous in everything and in everyone. Our rich, varied and creative curriculum, together with our Christian values, will empower all to flourish following Jesus’s promise **‘I have come to give life and life in all its fullness.’** (John 10:10)

Our School Christian Values



Here at Wrockwardine Wood Junior School, we believe Mathematics is a vital part of every child's education and plays a fundamental role in helping pupils understand and navigate the world around them. In the Juniors School, we aim to develop confident, curious and resilient learners who can apply Mathematical thinking to real-life situations—whether it's budgeting pocket money, reading timetables, measuring ingredients or solving problems collaboratively.

Through a rich and engaging curriculum, we foster fluency, reasoning, and problem-solving skills that empower pupils to make sense of numbers, patterns, shapes and data. We believe that Maths is not just a subject to be studied but a powerful tool for life—encouraging logical thinking, resilience, and creativity.

We incorporate the Maths mastery pedagogical approach to our teaching and planning which aims to develop a deep, long-term and adaptable understanding of Mathematics. Rather than rushing through content, pupils are encouraged to explore concepts thoroughly, make connections, have time for Maths dialogue and apply their knowledge in varied contexts. The development of oracy skills is embedded through the use of regular opportunities for talking partners, giving children possibility to ask questions and providing them with sentence stems to enable all learners to feel confident and well equipped to articulate their Mathematical thinking.

Our Mathematics Policy reflects a commitment to high-quality teaching, that's adaptive to the need of the learners, offering inclusive learning and the belief that every child can succeed in Mathematics. By embedding Maths across the curriculum and linking it to everyday experiences, we help pupils see its relevance, value and purpose.

Our pupils will understand how they can influence the world around them, encouraging them to live **'life in all its fullness.'** (John 10:10)

Our aim is that pupils will:

- Gain fluency in the fundamentals of mathematics.
- Reason mathematically by following a line of enquiry, understanding relationships and generalisations, developing convincing explanations, justification or proof using mathematical language.
- Solve problems through the process of applying their mathematical skills to a variety of problems with increasing complexity.
- Develop oracy skills and be able to articulate their learning linking it to the bigger picture.

In order to support this, we:

- Reinforce the importance of remembering key facts through revisiting prior learning daily, during the maths lesson.
- Have dedicated targeted times tables and mental arithmetic practise, takes place four times a week for ten minutes, after lunch.

- Recognising the continued importance of multiplication skills, after the MTC, in Year 4 and reinforcing these skills in preparation for Key Stage 3.
- Set whole school targets to ensure consolidation of basic skills for all.
- Secure use of Mathematical language by encouraging speaking and listening skills through the provision of reasoning opportunities.
- Plan regular opportunities for Maths dialogue and discussions to support higher-level understanding of core concepts.

In the Mathematics lesson of 1 hour a day, children are encouraged to perform basic operations and use appropriate skills to solve problems in all areas of the National Curriculum, as well as reasoning and problem solving.

In order to acquire the skills needed, children learn how to apply relevant Maths concepts and to understand the relationship between them. They are encouraged to:

- Understand what is useful and appropriate when solving a problem and that there may be more than one solution.
- To select materials and manipulatives appropriate to the task
- Interpret results
- Estimate and approximate
- Use trial and improvement methods
- Simplify difficult tasks
- Look for, recognise and remember Mathematical patterns
- Use Mathematical reasoning
- Recognise logical starting points before solving more complex problems

Teaching is adaptive to the needs of all learner with the aim for all learners, including SEND, to become increasingly independent when solving Maths problems.

Oracy

Oracy is embedded at the heart of teaching and learning and is developed consistently across the curriculum through both structured and incidental opportunities. Building on our shared belief that oracy is the ability to articulate ideas, deepen understanding and engage with others through spoken language, teachers explicitly teach and model new vocabulary in every subject, ensuring pupils are exposed to ambitious, topic-specific language. This vocabulary is revisited through talk prompts and discussion tasks enabling pupils to practice and apply it in meaningful contexts. Staff carefully model high-quality spoken language through sentence stems and structured responses, which are then scaffolded to support all learners to speak with increasing confidence and clarity. Opportunities for paired talk, group discussions, debate and reasoning are planned into lessons, allowing pupils to refine their listening and speaking skills progressively. Through this consistent and inclusive approach, we nurture confident, articulate speakers with rich vocabulary who are well equipped to succeed across the curriculum and beyond.

Assessment for Learning

Here at Wrockwardine Wood Junior School, we believe assessment for learning is not only a tool, but the heartbeat of effecting teaching and planning. Consequently, teacher assessment takes place during every single lesson and adaptations are made as and when necessary for future lessons. The learning objective and success criteria, which are explicitly introduced to the children at the beginning of each lesson, form part of this assessment and check for the pupils' **declarative**, **procedural** and **conceptual knowledge**.

At the front of their books, each child has a grid with the end of year objectives allowing teachers to keep track of children's progress but also allowing children to take ownership of their own learning. This covers the objectives that are taught for that term and provides an opportunity for teachers to identify any gaps or misconceptions in a child's learning.

Weekly, children complete arithmetic tests where they keep track of their own results using their 'arithmetic tracker.' This allows them to take ownership of their learning and next step but also provides another opportunity for teachers to address gaps in learning. This then informs weekly arithmetic starters and Friday's arithmetic lesson before they complete their arithmetic test which is completed every Friday.

At the end of every term, children sit a formal arithmetic, reasoning and problem-solving test, which is in line with the National Curriculum, assessing what has been taught over the term but also previous years encouraging 'sticky knowledge'. In Year 6, children complete previous SATs questions: an arithmetic and two reasoning assessments, in order to prepare them for their end of KS2 SATs. These results are used formatively to inform future teaching and planning; teachers analyse these results and identify any common misconceptions or areas for development. They then consequently use this to inform their teaching and planning of future lessons.

At the end of each term, the children's attainment is entered onto DCPro to be analysed by the subject leader and SLT. Any children who are identified as falling behind their own individual progress are then populated onto a grid where future, vigorous and regular monitoring will take place.

Marking

Teachers use green highlighter to recognise correct answers and yellow to indicate an incorrect answer. Incorrect answers are looked at again by the children and then remarked by staff. Staff also put questions in books to deepen understanding, such as "Can you explain how you know?" Children will also be asked to prove their answers, using models of proof. 'Fix it' stamps are used as and when they are needed to address misconceptions before moving the children's learning on.

Monitoring

Mathematics is monitored by the Maths subject leader through lesson observations, scrutiny of books, staff meetings and pupil interviews. Parents are also invited to attend Maths lessons in the form of Parent Shadowing opportunities. The subject leader analyses assessment outcomes and analyses the test results. Targets are set according to gaps in Mathematical knowledge. This informs future planning.

Special Educational Needs

Every child is given the opportunity to access the teaching of Maths at our school. Provision is made for effective adaptations of tasks and appropriate levels of support are available for all abilities. Teachers endeavour to cater for different learning styles e.g. kinaesthetic, visual and auditory. Here at Wrockwardine Wood Junior School, we promote independence including that for SEN learners. Through adaptive teaching and the use of manipulative, children are able to feel confident and resilient enough to answer questions with increasing independence.

Resources

Manipulatives are kept in classrooms; children have core facts on the front of their Maths books which promotes 'sticky knowledge' but greater independent during Maths lessons. The book covers are adapted and show progression of skills throughout Year 3 – Year 6. ICT resources are available to class teachers to compliment and reinforce teaching objectives. Children are given opportunities to use iPads to retain core multiplication skills.

Date of next review: November 2026

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