



## Mathematics at Southfield Primary School Policy

September 2025

## Southfield Primary School – Mathematics Policy 2025-2026

### 1. Rationale and Purpose

This policy sets out the aims, intent, implementation, and impact of the Mathematics curriculum at Southfield Primary School.

It reflects the school's belief that mathematics is a creative, interconnected, and essential discipline that enables children to understand the world and develop critical life skills. The policy ensures that mathematics teaching and learning:

- Meets the statutory requirements of the National Curriculum for Mathematics (2014) and EYFS Statutory Framework (2025).
- Aligns with national guidance, including DfE Teaching Mathematics in Primary Schools (2020), NCETM Curriculum Prioritisation and Ready to Progress criteria.
- Uses ARK Maths Mastery as the primary resource and progression model, supplemented by White Rose Maths, Gareth Metcalfe (I See Reasoning/I See Fluency), NCETM materials, and Claire Christie NumberSense.
- Ensures mastery-based, inclusive, and language-rich teaching that develops fluency, reasoning, and problem-solving.

### 2. Statutory and Reference Documents

This policy is underpinned by:

- The National Curriculum for Mathematics (2014)
- EYFS Statutory Framework (2025) and Non-Statutory Guidance, Development Matters and Birth to five
- Teaching Mathematics in Primary Schools – Non-Statutory Guidance (DfE, 2020)
- Ready to Progress Criteria (DfE/NCETM, 2020)
- NCETM Curriculum Prioritisation in Primary Mathematics (2021)
- Education Endowment Foundation (EEF) Mathematics Mastery Evaluation
- Equality Act (2010) and SEND Code of Practice (2015)
- Southfield Primary School's Assessment, Feedback, and Teaching & Learning Policies

### 3. Intent

At Southfield Primary School, we want to empower all children to appreciate the beauty, power, and enjoyment of mathematics. We believe that everyone can do maths – mathematics is for everyone, and all children, regardless of background, will achieve and thrive.

Our intent is to cultivate proficient, resilient problem-solvers who develop clear conceptual understanding and apply their learning in a range of contexts. Mathematics Mastery provides a cumulative, progressive structure that builds deep understanding and connections year on year.

Our curriculum ensures all pupils will:

- Become fluent in the fundamentals of mathematics through varied and frequent practice, developing conceptual understanding, recall, and rapid application.
- Reason mathematically by following lines of enquiry, making conjectures, developing arguments or proofs using mathematical language.
- Solve problems by applying their mathematics to routine and non-routine contexts.
- Develop resilience and reflection – viewing mistakes as essential to learning.
- Experience oracy at the heart of mathematics – using talk to deepen understanding.
- Recognise mathematics as creative, interconnected, and essential to life and learning.

#### 4. Implementation

The curriculum design at Southfield uses ARK Maths Mastery as the backbone of progression, supplemented by White Rose Maths, NCETM, Gareth Metcalfe, and NumberSense materials to meet the needs of all learners. The curriculum is cumulative, ensuring depth of understanding and connections across topics and year groups.

Planning follows the ARK six-part lesson structure and incorporates the CPA (Concrete-Pictorial-Abstract) approach. The Maths Walkthrough framework guides consistent implementation across the school, ensuring that all teachers deliver high-quality, mastery-focused lessons built around fluency, reasoning, and problem-solving.

Lesson structure:

1. Do-Now - retrieval and activation of prior knowledge.
2. New Learning - modelling and shared exploration.
3. Talk Task - partner reasoning and structured oracy.
4. Develop Learning - guided practice.
5. Independent Task - intelligent practice and depth challenge.
6. Reflection - review, metacognition, and assessment for learning.

Maths Meetings are used daily to consolidate prior learning, develop number sense, and maintain fluency. They are highly interactive, incorporate choral response, and provide opportunities for assessment for learning.

Planning expectations (from Maths Walkthroughs):

- Lessons planned from Maths Mastery with clear small steps and challenge.
- Explicit mathematical vocabulary identified and displayed.
- CPA representations evident in all year groups.
- Mathematical models used consistently and accurately.
- Adaptive teaching ensures accessibility for all learners.

#### 5. Assessment and Inclusion

Assessment is continuous and purposeful. Teachers use formative assessment strategies (questioning, feedback, retrieval tasks) and summative assessments to track pupil progress. Interventions are timely and focused to close gaps.

The curriculum is inclusive and ensures equal access for all pupils, including those with SEND and disadvantaged backgrounds. Challenge and depth activities are provided to stretch higher attainers. Adaptive teaching ensures every learner succeeds within the mastery framework using a scaffolding up approach.

#### 6. Professional Development

All staff engage in regular CPD focused on mastery, pedagogy, subject knowledge, and representation. Teachers participate in ARK Maths Mastery training, NCETM Maths hub networks, and in-house coaching to sustain consistency and excellence. Lesson studies and peer reviews strengthen shared practice.

#### 7. Impact

As a result of our Mathematics curriculum at Southfield Primary School, you will see:

- Engaged, motivated learners who articulate their reasoning with confidence.
- Consistent mastery practice visible in all classrooms.
- High levels of fluency and accuracy in arithmetic.
- Effective use of mathematical language and representations.
- Improved outcomes at KS2, exceeding national averages.
- A strong belief across the community that "Everyone can do Maths."

### 8. Monitoring and Review

The Maths Subject Leader and SLT monitor implementation through lesson observations, book looks, planning scrutiny, and pupil voice.

Data is analysed termly to inform next steps. The policy is reviewed annually and updated in line with national and school priorities.