HAGBOURNE C.E. PRIMARY SCHOOL

'Be the best you can be'

CARE - COURAGE - RESPECT - RESPONSIBILITY

Mathematics Policy (May 2026)

Maths at Hagbourne School

This document explains what maths at Hagbourne School looks like.

VISION

Hagbourne Church of England Primary School is inclusive, serving equally those of all faiths or none through the provision of an education of the highest quality within the context of Christian belief and practice.

'Jesus Christ is the same yesterday and today and forever'. From His teachings we get our our key Christian values of Respect, Responsibility, Care and Courage. These provide a stable and caring environment where we are *'preparing each child for their future in an ever- changing world*'.

This policy should be read in conjunction with other key school policies, including:

- Calculation Policy
- Assessment Policy (including teaching and learning)
- Early Years Policy
- Special Educational Needs and Disability (SEND) Policy
- Spiritual, Moral, Social and Cultural (SMSC) Policy

General Approach

To support high standards in mathematics, the school uses *The National Curriculum in England: Mathematics Programmes of Study (2013)* as the basis for planning, ensuring continuity and progression.

We recognise that:

"The school curriculum comprises all learning and other experiences that each school plans for its pupils. The national curriculum forms one part of the school curriculum." (National Curriculum, 2013)

Our approach places **assessment for learning**, **problem solving**, and **mathematical reasoning** at its core, supported by ongoing professional development for staff to strengthen subject knowledge and teaching practice.

Aims

We believe every child is entitled to a high-quality mathematics education that enables them to understand the world, appreciate the beauty of mathematics, and develop curiosity and enjoyment in the subject.

Pupils will:

Develop Fluency

- Build a secure understanding of number and place value
- Recall key facts (e.g. times tables, number bonds)
- Apply known facts to derive new understanding

Reason Mathematically

- Follow lines of enquiry and make generalisations
- Justify and explain their thinking
- Evaluate the efficiency of different strategies

Solve Problems

- Tackle a range of routine and non-routine problems
- Select appropriate methods and operations
- Persevere and break complex problems into manageable steps

In addition, we aim to:

- Provide a relevant, challenging and enjoyable curriculum
- Meet National Curriculum requirements
- Promote mathematics as a key tool for communication and reasoning
- Develop understanding of connections within mathematics
- Foster curiosity, creativity and flexible thinking
- Build confidence through a positive "can-do" ethos
- Encourage accuracy, independence and collaboration
- Use practical resources, models and imagery to support understanding

Intent

Our curriculum is based on a **mastery approach**, ensuring that all pupils develop secure conceptual understanding alongside reasoning and problem-solving skills.

We are committed to the belief that all pupils can succeed in mathematics through effort and effective teaching. Learning is structured to allow pupils to **go deeper**, rather than move on too quickly, ensuring long-term understanding and preventing gaps.

Early Years provision focuses on developing strong number sense, particularly in:

- Cardinality, comparison and composition of number (to 10)
- Counting fluently to 20 and beyond
-

In Key Stages 1 and 2, planning builds on this foundation, allowing time for depth of learning while addressing gaps through targeted support.

Implementation

Teaching is consistent, structured and supported by ongoing professional development. Key features include:

- Daily mathematics lessons that are interactive and engaging
- Emphasis on fluency, reasoning and problem solving
- Use of whole-class teaching with targeted support ("keep up, not catch up")
- Carefully sequenced learning in small, connected steps
- Consistent use of representations, models and practical resources

Planning is aligned with White Rose overviews and supported by high-quality resources (e.g. NCETM). Teachers are supported by teaching assistants who contribute to pupil progress.

Assessment is continuous and formative, informing teaching and identifying misconceptions quickly. Progress is monitored closely to ensure all pupils remain on track.

Impact

Pupils demonstrate deep understanding when they can:

- Explain concepts in their own words
- Represent ideas using concrete, pictorial and abstract forms
- Make connections between topics
- Apply knowledge in new contexts

At greater depth, pupils:

- Solve complex problems creatively
- Investigate and generalise independently
- Communicate mathematical ideas clearly and systematically

All pupils are supported to be ready for the next stage of learning, meeting age-related expectations or beyond.

Leadership and Management

The Headteacher and Mathematics Subject Leader:

- Support and monitor high-quality teaching
- Lead professional development
- Provide guidance on curriculum planning and implementation
- Track progress and drive improvement

Governors play a key role in monitoring standards, supporting the school, and ensuring accountability.

Monitoring and Evaluation

Monitoring focuses on:

- Pupil learning and attitudes
- Progress and attainment
- Quality of teaching and planning

Evaluation is informed through lesson observations, pupil discussions, work scrutiny, and data analysis. Outcomes feed into the School Development Plan.

Review

This policy is reviewed regularly in line with the school's review schedule.

- **Last reviewed:** May 2026
- **Next review:** May 2028