Mathematics policy

Academic year 2026–27

"I came so that they might have life and have it more abundantly." John 10:10

We Are Kind • We Try Our Best • We Make Safe Choices

This policy sets out how we plan, teach, assess and support mathematics from Nursery to Year 6. Teachers use the Maths Unit Teaching Cycle as a quick reference.

Document control	Details
Approved version	2.0 • OLSO-POL-MATHS
Approval	Agreed by the Local Governing Body on 18 November 2026. The Headteacher confirmed the policy is in force on 19 November 2026.
Owner and subject lead	Conor Meehan, Headteacher. Allison Stowell, Deputy Headteacher and Maths Subject Lead.
Presentation and sources	Reviewed on 19 November 2026. Updated layout and teaching-cycle diagram for the approved policy.
Next planned review	September 2027, or sooner after relevant curriculum, programme, assessment or Trust change.

Purpose and entitlement

Every pupil is taught to understand mathematics, reason, solve problems and become fluent. Our John 10:10 vision and Connection, Confidence and Consistency mean ambitious teaching, responsive support and secure progression for all pupils. We use White Rose to structure the adopted National Curriculum sequence, adapting teaching to evidence of learning. Teachers remain responsible for coverage and learning; completing worksheets is not the goal.

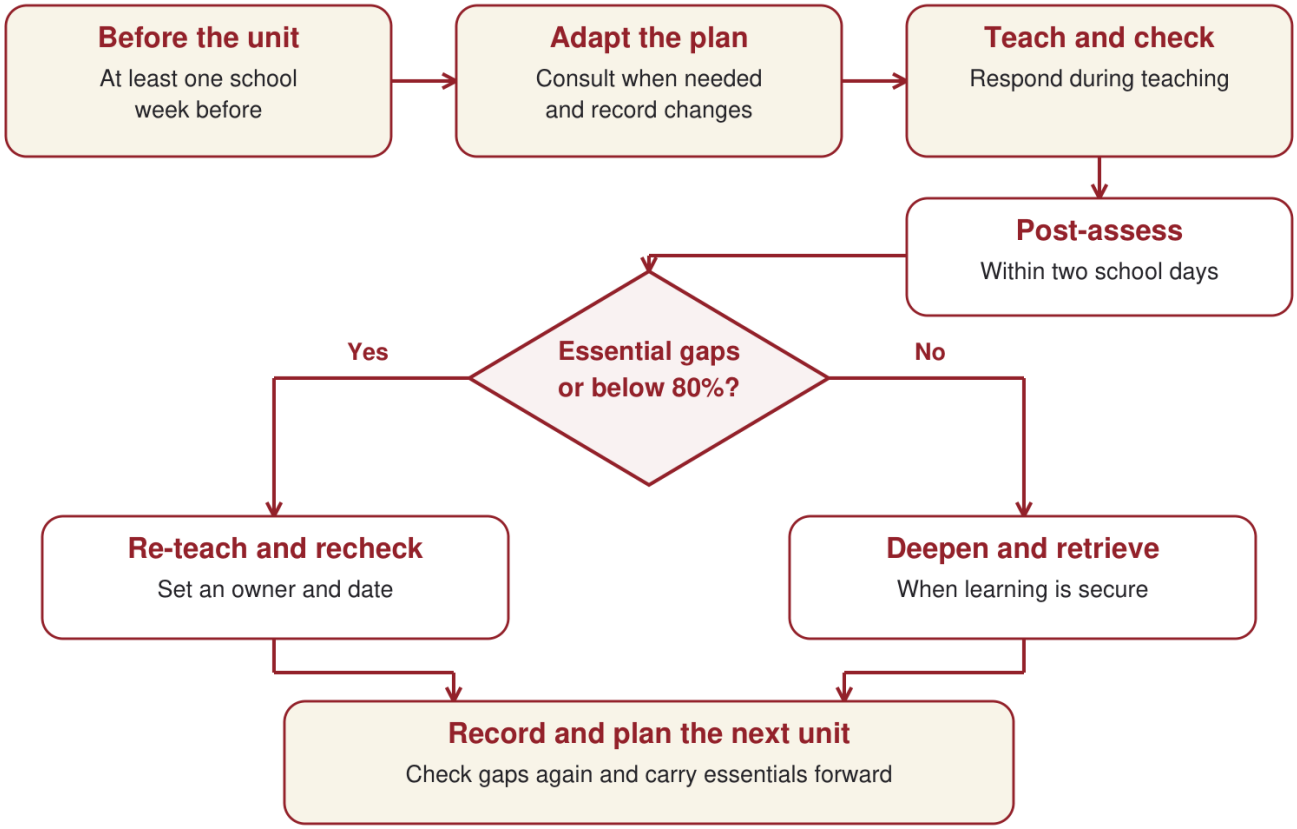
The following sections give the supporting practice for teaching, assessment and intervention. Read with the relevant SEND and ASP arrangements, Accessibility, Behaviour for Learning, SEMH and Online Safety policies.

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Maths unit teaching cycle

Use this sequence in Years 1–6. In Nursery and Reception, use observation and practical or oral checks through play and teaching.



1. Pre-assess at least one school week before the unit. Identify specific gaps, including through practical or oral checks.

2. Consult Allison about significant prerequisite gaps, widespread difficulty or changes to coverage. Involve the SENDCo for wider needs. Adapt the sequence or time, record changes, and start focused adult pre-teaching where useful.

3. Teach and check understanding in every lesson. Re-teach or deepen as needed. Use targeted Sumdog practice alongside adult teaching.

4. Post-assess within two school days. If the score is below 80% or there are essential gaps at any score, review, plan targeted teaching and set a recheck date. Where learning is secure, deepen it and plan retrieval.

5. Update the White Rose tracker and Coverage/Journey record. Check gaps again, carry unresolved essentials forward and start the cycle for the next unit.

How to use the review prompt

The 80% review prompt is a school choice for Years 1–6. Use the evidence to decide what to re-teach, deepen or retrieve. Act on every essential gap, including at or above 80%. Nursery and Reception use early years assessment.

Planning teaching and review

The weekly pattern

Years 1–6 normally have four main White Rose lessons and a fifth responsive consolidation lesson. Reception and Key Stage 1 use four Mastering Number sessions weekly alongside daily number practice. In EYFS, purposeful play, interactions, observation and provision develop number and mathematical language; the formal unit tests and 80% review prompt below do not apply.

Before the unit

At least one school week before teaching, assess the essential prior knowledge and forthcoming learning. Use manageable questions, discussion and observation; identify the particular gaps, misconceptions and pupils who need support. A percentage alone does not decide readiness.

Discuss significant prerequisite gaps, widespread difficulty or proposed changes to coverage with Allison Stowell, mathematics lead. Involve Charlotte Woodward, SENDCo, where persistent learning, communication or access needs require coordinated support. Start focused adult teaching before the unit where useful. Targeted Sumdog practice can support this teaching before, during and after the unit.

Adjust and record

Use the curriculum planning document and Class Maths Coverage or Journey record to adapt examples, grouping, sequence and time. Lengthen or restructure the unit where needed; reduce optional tasks or repetition before compromising essential content. Agree any deferred adopted curriculum content with Allison and record when and where it will be taught. Keep high expectations for pupils who are ready to deepen reasoning; do not make them repeat secure learning unnecessarily.

Teach and check throughout

Use clear explanations, modelling, mathematical vocabulary and connected concrete, pictorial and abstract representations. Give pupils opportunities to explain, compare strategies, practise accurately and solve problems. Check understanding through questioning, work, discussion and brief tasks in every lesson; respond immediately or in the next lesson. Feedback identifies a useful next step, and pupils act on it.

Use flexible grouping, accessible presentation and appropriate scaffolding. Support should help pupils participate in the main learning and become more independent. Do not use a diagnosis or a low score to impose a fixed ceiling. Teachers check the impact of any adult-led or digital intervention in classroom mathematics.

Assess and act after the unit

Complete the post-assessment within two school days of finishing the unit. Compare evidence with the starting point and essential objectives. A score below 80% is a school prompt to review the pupil's learning and plan action; it is not a statutory threshold or an automatic instruction to repeat the whole unit. A score of 80% or more does not, by itself, establish mastery. Act on important gaps at any score.

Identify what needs re-teaching, who will teach it, when it will happen and a short recheck date. Use focused instruction, consolidation, planned retrieval and targeted Sumdog where appropriate. Consult Allison for substantial or recurring gaps; involve the SENDCo for wider needs. Check understanding again and carry unresolved essentials into the next plan rather than simply recording a score.

Keep records useful

Update the White Rose tracker and Class Maths Coverage or Journey record at the end of the unit. Record adaptations, deferred content, intervention and impact. Termly assessments, classroom evidence and moderation inform Arbor judgements; unit percentages do not translate automatically into BLW, WTS, EXS or GDS. Allison samples planning, work, pupil experience and follow-up at least half-termly and arranges support.

Teaching practice and inclusion

Teachers and support staff use this section when planning lessons, intervention, assessment and progression.

Teaching for mastery

Teaching for mastery develops connected understanding through coherence, representation and structure, mathematical thinking, fluency and variation. Teachers select manageable learning steps and help pupils explain why methods work, compare strategies and apply them to unfamiliar problems.

Lesson element	Teacher action
Retrieve and connect	Briefly revisit relevant learning and identify what pupils can already explain or do.
Model and discuss	Teach a small step explicitly. Use precise language, worked examples and purposeful representations. Make links clear.
Practise with guidance	Alternate short teaching episodes with pupil practice, explanation and checks. Scaffold access to the intended mathematics.
Apply and deepen	Provide practice, reasoning and problem solving that develop the current concept. Challenge is available throughout the lesson.
Check and respond	Use questions, mini-whiteboards, pupil explanation, observation and work to decide whether to guide, reteach, deepen or progress.

These elements can repeat within a lesson. Teachers adapt the structure to the mathematics and evidence; it is not a requirement to complete a fixed set of task types every day.

Representations language and independence

Use concrete, pictorial and abstract forms purposefully, making the connections explicit. Pupils may move between them or return to a representation to explain a difficult idea; CPA is not a rigid ladder with a required stage in every lesson. Fade unnecessary scaffolds as understanding and independence develop. Teach mathematical vocabulary and sentence structures explicitly, including words such as difference and table that have other meanings. Ask pupils to justify, generalise and compare examples. Carefully varied examples and non-examples reveal important features without unnecessary distraction.

Classroom routines and resources

Maintain accessible toolkits and a usable working wall containing current vocabulary, models, stem sentences and worked examples. Update what supports current learning; a complete decorative display change is not required for every small topic. Model clear, accurate recording and allow alternatives where handwriting or presentation would obscure mathematical understanding. Use flexible grouping and ambitious core teaching. Pupils who grasp a concept rapidly receive deeper reasoning and application before premature acceleration. Pupils with significant needs may require a personalised sequence alongside supported participation in class learning.

Removing barriers

Teachers remain responsible for the progress of every pupil, including those receiving adult support. Plan accessible language, manageable steps, adapted recording, familiar representations and opportunities to rehearse. Brief support staff on the intended learning, likely misconceptions and how they will help pupils work independently. Follow the SEND graduated response where additional provision is needed. Record relevant goals and provision in the existing ASP, alongside the one-page profile; use an Individual Healthcare Plan where health needs affect participation. Assess mathematical understanding separately from reading, language, motor or sensory barriers wherever possible.

Intervention feedback and records

Intervene early and check impact

Pre-teaching prepares pupils for an identified prerequisite, model or vocabulary. Same-day support revisits the precise step that prevented progress; where this cannot be organised safely that day, provide it at the earliest practicable opportunity before dependent learning. Structured longer support is planned with Allison and the SENDCo where needed. Keep sessions focused and regular, with explicit teaching by a suitably briefed adult. Check progress against the starting skill and classroom application. Adjust or end support when its purpose has been met or it is not working. Consider the learning and activities pupils miss; avoid routine removal from core teaching or creating another curriculum gap.

Use Sumdog for a specific skill

When	Targeted use
Before the unit	Select practice on the prerequisite gaps identified by pre-assessment, alongside adult explanation and rehearsal.
During the unit	Assign practice linked to the current concept or misconception. Review accuracy and skill data and respond through teaching.
After the unit	Practise the specific insecure skills and schedule retrieval. Recheck learning away from the platform before deciding the gap is closed.

Teacher-set tasks should match the intended skills. Adaptive practice and competitions can support fluency, but participation, points or time spent are not proof of learning. Sumdog complements teaching; pupils needing explanation receive it from an adult. Provide school access or an appropriate non-digital alternative where home access is limited or the platform is unsuitable. Do not penalise pupils for lack of a device or internet. Use age-appropriate supervision, school online-safety arrangements and Trust data-protection requirements.

Assessment and feedback

Use ongoing assessment to identify what pupils understand and why errors occur. Questioning, oral explanations, practical tasks and pupil work inform immediate decisions. Review reasoning as well as accuracy; check whether learning is retained and used in new contexts, rather than relying solely on an immediate test score. The one-week pre-assessment timing, two-school-day post-assessment timing and 80% review indicator are school procedures. Their purpose is timely action. Any necessary departure is discussed with Allison, with a reason and alternative plan, rather than adding unnecessary tests or paperwork.

Give timely, specific feedback that helps pupils improve and informs the next teaching step. Prioritise live explanation and feedback where appropriate; written feedback is used when it adds value. Teachers review learning promptly but are not required to provide a written mark on every piece of work every day. Follow the current school Learning, Teaching and Assessment and feedback arrangements. Pupils should have opportunities to respond, correct misconceptions and explain improved thinking. Oral, practical, scribed or adapted responses may demonstrate understanding. Feedback is private and supportive; it does not publicly rank pupils or turn speed into the sole measure of success.

Unit and termly records

Record unit outcomes and actionable gaps in the agreed White Rose tracker. At the agreed termly points, use White Rose arithmetic and reasoning/problem-solving assessments with classroom evidence to identify patterns and inform teaching. Moderate judgements with colleagues and record the school's BLW, WTS, EXS and GDS categories in Arbor under the current assessment framework. Unit percentages are not converted automatically into these categories. Allison publishes the Sumdog diagnostic schedule in the school assessment calendar, replacing ambiguous numbered-term references with named half-terms and dates. Use diagnostic data as supporting evidence and retain agreed reports in the staff assessment folder; avoid duplicating exports that have no teaching or monitoring purpose.

Early years number facts and families

Nursery and Reception

Build number sense and mathematical language through stories, songs, games, counting, sorting, comparison and purposeful play. Provide rich opportunities for spatial reasoning, shape, pattern and measures, alongside number. Adults extend children's thinking through well-chosen questions and practical examples. Reception uses Mastering Number for foundational number work, coordinated with White Rose and continuous provision. Allison and the EYFS lead map the current materials together so all mathematics is taught coherently and sessions avoid unnecessary duplication. Additional NCETM Reception resources are available for 2026–27; adopting these requires that curriculum mapping. Assess through interaction, observation and brief practical or oral checks. White Rose prompts may help clarify learning, but Nursery and Reception are not required to complete written pre- and post-unit tests or meet the KS1/KS2 80% indicator. Keep evidence proportionate and follow the EYFS assessment requirements. Use professional knowledge of the child to inform the EYFS Profile and transition to Year 1.

National assessments

Reception Baseline Assessment, EYFS Profile, Year 4 Multiplication Tables Check and Year 6 national assessments follow the current statutory arrangements and access rules. These are distinct from the school's unit assessments. No statutory EYFS judgement is derived from a White Rose or Sumdog percentage.

Number facts and multiplication progression

Provide frequent, brief practice with conceptual understanding, efficient strategies and related facts. Daily opportunities support recall; speed alone does not establish understanding. The progression below sets year-end expectations, with sequencing and retrieval mapped within each year.

Year	Priority knowledge and connections
1	Count in 2s, 5s and 10s. Use practical support for equal groups, arrays and sharing. Secure number facts within the year's curriculum.
2	Recall and use multiplication and division facts for 2, 5 and 10. Recognise odd and even numbers.
3	Recall and use multiplication and division facts for 3, 4 and 8. Consolidate 2, 5 and 10 and connect related facts.
4	Recall and use all multiplication and division facts to 12 × 12, including 6, 7, 9, 11 and 12. Apply them in calculation.
5 and 6	Maintain all facts and related division facts. Apply them to efficient calculation, fractions, decimals, measures and problem solving.

Set a Sumdog multiplication practice task at least weekly where appropriate, using assessment to select skills. Include school practice and accessible alternatives. Year 4 preparation supports the full curriculum and wellbeing, alongside familiarity with the statutory check.

Working with families

Explain current learning, agreed methods and useful practice in plain language. Offer manageable games, number talk and targeted tasks. Share significant concerns and next steps early, including how school will help; homework access or completion must not determine access to teaching or intervention.

Leadership and review

Responsibilities and professional development

Conor Meehan provides strategic oversight, resources and accountability. Allison Stowell leads mathematics progression, assessment consistency, coaching and curriculum decisions. She monitors coverage and implementation, supports staff through relevant White Rose and ShAW Maths Hub professional development, and reports strengths and actions to the Headteacher. Teachers analyse assessments, plan and teach responsively, brief adults, review support and maintain the Coverage/Journey record. Support staff deliver agreed teaching and communicate what pupils demonstrate. Charlotte Woodward coordinates SEND advice and provision with teachers and Allison. Governors and the Trust receive strategic assurance through the approved reporting and delegation arrangements. The school develops teaching for mastery with support from SHaW Maths Hub. Reception and KS1 use Mastering Number. Staff share learning and evaluate its application; participation alone is not evidence that mastery is embedded.

Monitoring and review

Each half-term, Allison samples curriculum records and reviews relevant pupil work, learning, assessment and pupil voice. Monitoring asks whether teaching builds understanding, adaptations remove barriers and follow-up changes outcomes. Use findings to agree focused coaching or curriculum action, with attention to disadvantaged pupils and pupils with SEND.

Allison and staff confirm practical scheduling, assessment access and the fifth session. Allison publishes the named Sumdog diagnostic dates. Brief staff, provide the unit-cycle poster and align planning and assessment calendars. Review annually or sooner after relevant curriculum, programme or Trust change.

Coverage and Journey record

The Class Maths Coverage/Journey document is mandatory. Update it during significant planning changes and at the end of every unit. Record content taught, compressed or merged, reasons, additional time, deferred content and its planned return, unresolved learning and follow-up. Pass it to the receiving teacher with the current provision and key assessment information. Allison samples it each half-term.

Read with current school policies and guidance

Document	Purpose
Vision Values and Aims	Catholic vision, adult promises and children's promises.
Calculation Policy and curriculum maps	Methods, representations, progression, year-group coverage and prerequisites.
Learning, Teaching and Assessment	Termly assessment, moderation, Arbor judgements and feedback.
SEND Policy and SEN Information Report	Graduated response, reasonable adjustments, ASPs and one-page profiles.
Behaviour Curriculum and Behaviour for Learning Policy	Learning routines, participation and proportionate support.
Pupil wellbeing and attendance policies	Confidence, anxiety, attendance barriers and continuity after absence.
Safeguarding, online safety, medical and Trust data policies	Reporting concerns, platform use, healthcare support and confidential information.

Sources and guidance

The one-week pre-assessment, two-school-day post-assessment, 80% review prompt, lesson pattern and Coverage/Journey records are school arrangements. Schemes and assessment tools support professional judgement. Statutory early years and national assessments follow the current guidance.

DfE mathematics programmes of study

DfE early years foundation stage framework

DfE early years foundation stage profile handbook

DfE teaching mathematics in primary schools and Ready-to-Progress criteria

NCETM Mastering Number at Reception and Key Stage 1

NCETM Five Big Ideas in Teaching for Mastery

EEF Improving Mathematics in Key Stages 2 and 3

EEF Improving Mathematics in the Early Years and Key Stage 1

EEF Using Digital Technology to Improve Learning

Sumdog teacher controls

DfE national curriculum assessments

Local references: Allison Stowell's Mathematics Policy staff consultation draft and the Headteacher/Maths Lead planning correspondence; School Vision, Values and Aims; current approved school and OLHOC Trust policies. Supplier schemes and assessment tools support professional judgement and do not create statutory requirements.