



Maths Policy

Editions and Revisions

October 2025	Nicola Thomas, Jess Lines, Lauren Cox
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WERRINGTON PRIMARY SCHOOL

POLICY FOR MATHEMATICS

Intent

At Werrington Primary School, we believe every child can be a confident and creative mathematician. Our approach uses Ark Mathematics Mastery to structure learning from EYFS to Year 6, ensuring that all pupils develop a deep, connected understanding of mathematics that will set them up with the skills and learning needed for secondary school.

Through a carefully sequenced curriculum, we focus on developing conceptual understanding, mathematical thinking, and language and communication – the key Dimensions of Depth that underpin true mastery.

Lessons are designed for rich discussion, reasoning, and problem-solving, with oracy and precise mathematical vocabulary at the heart of every lesson. We use manipulatives and visual representations across all year groups to support understanding and to help pupils make meaningful connections between concepts.

We are committed to developing fluency in number and times tables, ensuring that every child has the knowledge and confidence to apply their learning to new and challenging contexts. This is achieved through weekly KS2 arithmetic sessions, which includes explicit teaching of times tables and regular Maths Meetings taking place across the school.

At Werrington, mathematics is not just about numbers – it is about thinking, communicating, and understanding the world with curiosity, clarity, and confidence.

Implementation

Planning

Mathematics planning predominately follows the ARK Maths Mastery long term plans, with unit narratives providing the core structure for all medium-term plans, outlining the key objectives, representations and vocabulary for each unit.

Teachers adapt the unit narratives to meet the needs of their class. Adaptations may include adjusting or supplementing resources, adding further activities, or incorporating additional lessons where further consolidation is required. All adaptations must maintain the coherence and intended progression of the unit.

In Key Stage 2, teachers also include weekly arithmetic sessions within their unit plans to support fluency in number facts, mental strategies and written methods.

Teachers adapt the lesson slides for each session, and these must accurately reflect the content and sequence of the unit plan, including any adaptations.

Planning is monitored by the subject leaders and senior leaders to ensure consistency, appropriate pitch and progression across the school.

Maths Meetings

Maths Meetings are an essential part of daily mathematical provision and are delivered across Key Stage 1 and Key Stage 2. These sessions take place at least four times per week, with each meeting lasting 10–15 minutes.

Maths Meetings follow the ARK Maths Mastery guidelines, ensuring that a broad range of mathematical content is covered within a single session. This structure enables regular revisiting of key concepts, supporting pupils in retaining and deepening their understanding over time.

The primary aims of Maths Meetings are to provide regular revision and consolidation of previously taught content, frequent opportunities for retrieval practice, and, where appropriate, some pre-teaching of core concepts ahead of future learning.

Daily Lessons

Daily maths take place in the morning, and range from 45 minutes - 60 minutes in length. All lessons follow a mastery approach from EYFS, in which new ideas are introduced through concrete–pictorial–abstract representations. Learning is delivered in small, carefully sequenced steps that build progressively on prior knowledge, with key concepts regularly revisited to strengthen understanding and promote long-term retention.

Lessons place strong emphasis on mathematical language and communication: pupils are explicitly taught key vocabulary ‘star words’ and supported through sentence stems and structured talk tasks to articulate, justify, and reason about their thinking.

Each lesson follows a consistent six-part structure, including the Do Now, New Learning, Talk Task/Explore, Develop Learning, Independent Task, and Plenary. This enables teachers to activate prior knowledge, introduce new content with appropriate scaffolding, provide opportunities for guided and independent practice, and consolidate learning effectively. This daily structure supports deep conceptual understanding, fluency, and confident mathematical communication.

Working Walls

Mathematics working walls play a key role in supporting pupils' understanding and independence. Working walls must be kept up-to-date and reflect the key concepts, vocabulary and STEM sentences currently being taught. They should serve as a live, evolving resource that supports pupils in making connections and accessing the mathematical language and representations used in lessons.

In addition to unit-specific content, classrooms should display key number facts, relevant times tables and mathematical talk prompts, either on the working wall itself or in appropriate locations around the room. These elements provide ongoing reference points that reinforce fluency, reasoning and mathematical communication.

All working walls must include a dedicated section for Maths Meetings, displaying the representations, routines or facts being revisited as part of these sessions. This ensures alignment between daily retrieval practice and the broader curriculum.

Impact

Assessment

Assessment is regarded as an integral part of teaching and learning and is a continuous process. We strive to make our assessment purposeful, allowing us to scaffold and extend learning to meet individual needs, promoting accelerated progress.

Information for assessment will be gathered in various ways. These will include:

- Talking to the children;
- Observing the children working;
- Marking the children's work;
- Guided group work with the teacher;
- Feedback from other adults within the classroom;
- Half-termly ARK arithmetic assessments;
- Termly ARK reasoning assessments and the associated Question Level Analysis (QLA).

Feedback to pupils about their progress in Mathematics is achieved through the marking of work. Effective marking and setting of targets aims to be encouraging and supportive; includes pink pen to denote skills pupils have performed well (pink for positive) and green pen to show them what could be improved in their work (green for growth); clearly indicates errors and provides opportunities for corrections to be made; is often done whilst a task is being carried out through discussion between child and teacher. The following annotation code is in use for the marking of maths books:

I	Independent
S	Supported
V	Verbal feedback given

Pupils use their blue pen to self-edit their work and to respond to teacher feedback, ensuring that improvements and corrections are clearly identifiable.

Mathematics Subject Leader

The Mathematics leader is responsible for leading mathematics throughout the school. This includes:

- Ensuring full and consistent implementation of the ARK Maths Mastery approach.
- Developing and reviewing maths policies and overseeing the use of ARK's sequenced curriculum and lesson materials to secure progression and continuity for all pupils.
- Supporting staff in delivering the National Curriculum and ARK Maths Mastery, including effective assessment, feedback, and record-keeping.
- Monitoring the quality of maths teaching and learning, evaluate the impact of the ARK approach, and advise the Headteacher on actions needed to raise standards.
- Managing mathematical resources, ensuring manipulatives, visuals, and ARK curriculum materials are available, organised, and used effectively.
- Staying up-to-date with developments in mathematics education, particularly mastery-based practices, and sharing relevant information and training with colleagues.

The mathematics leaders are Nicola Thomas and Jess Lines.

The Role of the Class Teacher

- To ensure progression in the acquisition of mathematical skills with due regard to the National Curriculum for Mathematics and ARK Maths Mastery;
- To develop and update skills, knowledge and understanding of Mathematics, taking advantage of training opportunities;
- To create an effective and up to date working wall following the working wall guidelines;
- To keep appropriate ongoing assessment records;
- To plan effectively for mathematics, using the ARK Maths unit narratives ensuring there is a record of adaptations and arithmetic (where applicable);
- To inform parents of pupils' progress, achievements and attainment. This is done three times a year through two parent/teacher consultations and an annual written report at the end of each school year.

POLICY REVIEW

Due to be reviewed: ____June 2027____