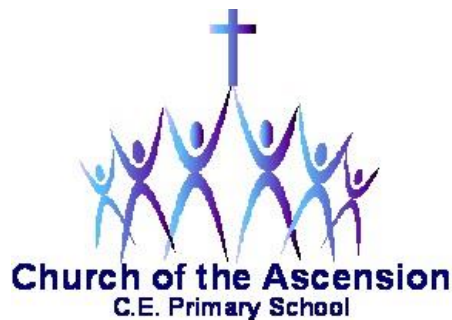


Church of the Ascension CE Primary School

Maths Policy



Learn with Love, Flourish in Faith

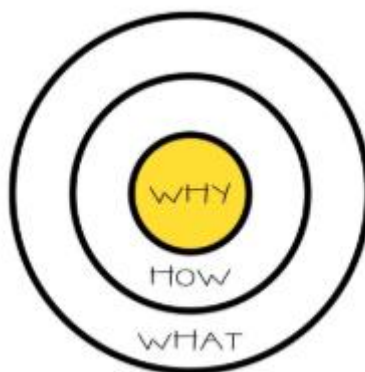
Do everything in love (1 Corinthians 16:14).

As an inclusive Christian school, Church of the Ascension C.E Primary School aims to create a loving, caring and respectful community, where individuals can flourish spiritually, socially and academically as children of God in a rich learning environment. Our vision is to inspire lifelong learning, whilst encouraging resilience, independence, aspiration and an appreciation of God's wonderful world.

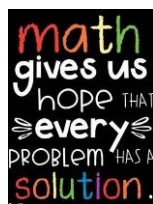
Curriculum Drivers:

Resilience: We teach maths that is appropriately challenging, helping children build the courage to take risks, make mistakes, and learn from them. Our pupils develop confidence in tackling tricky problems and persevering when things get tough.	Independence: Our curriculum builds strong connections between maths topics, helping children become fluent, accurate thinkers who can reason clearly and explain their ideas. We encourage pupils to solve problems, choose the best method, and explain why it works.
Aspiration: We aim high for every child. With the right challenge and support, we ensure that all pupils can flourish in maths. We also help children make rich links across other subjects, such as science, geography, and even art — because maths is all around us and is an essential part of everyday life.	Appreciation: We foster a love for maths by delivering lessons that are creative, imaginative, and fun. In our classrooms, curiosity is celebrated, and children are encouraged to ask questions, explore, and enjoy the beauty and power of mathematics.

Our Approach to the Teaching and Learning of Mathematics



Subject Intent



Why do we do what we do in this subject (aims)?

At Church of the Ascension, we believe **every child can succeed in maths**. We have created a maths curriculum that is **accessible for all learners**, no matter their starting point. Our lessons are **creative, engaging**, and carefully adapted to challenge those who are ready, while offering support to those who need it. We want children to see maths as more than just numbers — it's a way of thinking, solving problems, and understanding the world around us. Through our maths curriculum, we want children to **understand the world, reason with confidence**, and develop a life-long love of learning in maths.

Subject Implementation

How do we ensure our intent becomes a reality?

At Church of the Ascension, mathematics is taught daily through a **broad and balanced curriculum** that follows the **National Curriculum**. Our approach ensures that all pupils:

- **Become fluent** in mathematical fundamentals through regular, varied practice
- **Reason mathematically**, using logical thinking and accurate vocabulary
- **Solve problems** with increasing sophistication by applying knowledge across contexts

We primarily use the **White Rose Maths** scheme, which promotes a structured **concrete–pictorial–abstract (CPA)** approach. Lessons are designed to build fluency, reasoning, and problem-solving, while allowing flexibility to meet the needs of different cohorts and learners, through adaptive teaching.

Our curriculum is **adaptive**, enabling teachers to spend more time on fluency where needed, or move on to deeper reasoning and problem-solving when appropriate. Children who are secure in a concept are given challenge tasks, rather than more of the same, while those needing further support receive **targeted interventions**.

Mathematical **vocabulary** is explicitly taught and built progressively across year groups. Links between topics are made clear, helping pupils understand that maths is **interconnected**—not taught in isolation. For example, prior learning in fractions is revisited during addition to reinforce transferable skills.

Children engage in **daily arithmetic recall** and revisit previous learning regularly to secure long-term understanding. All children, including those with **SEND**, are supported through **scaffolding, manipulatives**, and **individualised support** as required.

In **EYFS and Key Stage 1**, we use the **Mastering Number** programme, which builds **number sense and fluency** using subitising, composition of number, and engaging resources including **Numberblocks**. Staff enhance this core programme with **additional challenges** and wider elements of the **EYFS framework**, ensuring a rich, balanced mathematical

experience. Activities are carefully planned to promote **mathematical talk, reasoning, and problem-solving** through purposeful play and adult-led learning.

Church of the Ascension is also actively involved in the **NCETM Maths Hub**, with two staff members leading and sharing best practices in **teaching for mastery**.

Subject Impact

What are the outcomes for our children in this subject?

Through our carefully designed curriculum, by the time children leave Church of the Ascension they will:

- Have developed a deep understanding of the subject, with key knowledge and skills embedded.
- Be confident, reflective learners who can apply their understanding in real-life contexts.
- Demonstrate curiosity, critical thinking, and a love of learning that extends beyond the classroom.
- Be well-prepared for the next stage of their education, having met or exceeded age-related expectations.
- Show values such as aspiration, independence, and resilience and appreciation rooted in the school's Christian ethos.

How do we know that we have achieved these outcomes?

Assessment is continuous and embedded in daily practice. **Formative assessment** takes place throughout each lesson, with immediate feedback guiding the next steps in teaching and learning. Teachers use **assessment for learning** to inform planning and adapt lessons to support pupil progress.

The **Maths Lead** monitors impact through **book scrutiny, pupil voice, and learning walks** each half term.

In **Autumn, Spring, and Summer, White Rose assessments** are used alongside teacher judgments to evaluate progress and attainment. In **Autumn Term 2, Spring Term 2 and Summer Term 2**, we use **Maths.co.uk** to assess against year group curriculum objectives, identify gaps and inform the next steps.

The expectation is that **most pupils progress at a consistent pace**, building secure knowledge over time. Mastery is demonstrated when pupils can:

- **Recall and apply facts and methods fluently**
- **Represent concepts in multiple ways**
- **Use accurate mathematical vocabulary**
- **Apply knowledge independently to unfamiliar problems**

These outcomes show deep understanding and long-term retention of mathematical learning.