



# Hampton Hargate Primary School

## Maths Policy

Date: AUTUMN 2025  
Review date: AUTUMN 2027

Hampton Hargate Primary School believes that all children, regardless of ability and behaviour are valued equally. Groups of pupils (eg. SEND pupils, children in care, EAL pupils etc) are not viewed as separate but are part of the whole school approach. As a Dyslexia Friendly School, we understand the importance of pupils acquiring literacy and numeracy whilst promoting a broad and balanced curriculum, accessible to all. We recognise that different children's needs are met through varied and flexible provision and the use of different styles of teaching & learning throughout the curriculum. Every Child Matters (ECM) is an important part of the school ethos and we encourage all staff, governors, visitors, helpers etc to play their part in promoting this. This policy therefore applies to all our children, regardless of their gender, faith, race, culture, family circumstances or sexuality.

This school is committed to safeguarding and promoting the welfare and safety of all children and expects all staff to share in this commitment. All staff must follow the guidelines set out in the relevant section of **myconcern®** which is available online.

At Hampton Hargate Primary School, we are committed to developing confident, fluent, and enthusiastic mathematicians from Reception to Year 6.

## **Intent**

We promote mathematics as a fundamental skill used daily, recognising its essential role in understanding the world around us. We encourage children to develop their ability to calculate, reason, problem-solve, and recognise relationships and patterns in both number and space. Through our teaching, we nurture enjoyment, resourcefulness, resilience, and cooperation, ensuring that every child appreciates the power and purpose of mathematics in their everyday lives.

The National Curriculum for Mathematics aims to ensure that all pupils:

**become fluent** *in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately;*

**reason mathematically** *by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language;*

**can solve problems** *by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.*

*DfE Mathematics Programmes of Study, September 2013*

We create engaging, mathematically rich learning environments which inspire all pupils to develop a positive 'can do' attitude towards mathematics. We foster confidence and enthusiasm by linking mathematical concepts, skills, and knowledge to other areas of the curriculum, providing meaningful cross-curricular opportunities. We aim to prepare them for the next steps in their education and for adulthood, ensuring they leave our care with a deep understanding and appreciation of mathematics.

Mathematics teaching at Hampton Hargate is progressive and inclusive, ensuring that all children, [inclusive of SEND, Pupil Premium, EAL] receive appropriate challenge, assessment, and targeted support.

## **Implementation**

Our Maths Policy is built upon the White Rose Maths framework and the principles of teaching for mastery, ensuring all children experience a consistent and inclusive approach. We use the Concrete-Pictorial-Abstract (CPA) approach to deepen conceptual understanding alongside procedural fluency. Through this, we foster reasoning, problem-solving, and a growth mindset to help every learner succeed.

Lessons are consistently well-structured, engaging, and appropriately challenging. Teachers follow bespoke long-term plans and calculation guidance to maintain clear progression and alignment across year groups. Small-step planning allows for the careful building of knowledge, promoting reasoning and problem-solving.

We foster a positive approach to mathematics, encouraging pupils to take ownership of their learning. Reflection and reasoning are embedded through discussions, feedback, and self-evaluation.

Targeted support is in place for pupils across all attainment levels, through small-group and one-to-one interventions, both within and beyond the classroom. This inclusive approach ensures all learners can access the curriculum and make sustained progress.

Our approach ensures that all pupils develop **confidence, fluency, reasoning, and problem-solving skills**, preparing them for the next stage of their education and beyond.

### **Impact**

At Hampton Hargate Primary School, we evaluate the impact of our mathematics teaching through a system of assessment, monitoring, and evaluation. This ensures that all pupils make sustained progress and develop as confident, capable mathematicians.

**Formative assessment** is used daily to inform teaching and provide timely support or challenge.

**Regular summative assessments** in arithmetic and reasoning (Years 1–6) track progress alongside teacher judgement, Y4 pupils undertake the statutory Multiplication Tables Check (MTC) online.

Monitoring and evaluation are carried out through regular staff and pupil voice activities, gathering feedback on teaching practice, engagement, and attitudes towards maths. Book scrutiny and lesson observations help assess the quality of teaching, consistency, and the depth of pupil understanding, with a focus on mastery strategies. The effectiveness of targeted support is also reviewed through small-group analysis to ensure interventions are impactful.

This multi-layered approach ensures our teaching has meaningful impact and supports every child in achieving their full mathematical potential, leaving well-equipped with the skills, confidence, and resilience needed for continued success in mathematics.

Reviewed Autumn 2025 by Rachel Reid and Amelia Shepherd  
Date for next review: Autumn 2027

# Maths at Hampton Hargate



*At Hampton Hargate Primary School we promote mathematics as an essential skill for everyday life. Our ethos is to support our children to enjoy an inspiring, number-rich and motivational maths environment. We want all pupils to develop a positive 'can do' attitude to maths and feel happy and confident in lessons.*

*We think aloud using mathematical vocabulary*

*Our curriculum design ensures a coherent and progressive sequence of skills.*

*We realise that mistakes support our learning*

*Our children reason and problem solve, using precise mathematical language.*

*We feel confident to tackle challenges and take our next steps*

*Our children develop fluency to enable them to recall key facts to reduce cognitive load.*

*We collaborate and share ideas*

*Our lessons provide an inclusive 'learning together' culture with high expectations.*

*We show curiosity by asking questions*

*We use resources to support our learning*

*We regularly practise to embed our understanding*

*Our questions are open, accessible to all, whilst providing greater challenge for higher attaining pupils.*

*We make connections across our learning within maths, other subjects and the wider world*

*Our teaching follows a concrete, pictorial and abstract approach.*

