



Maths Vision and Policy



Mathematics Policy

Butler's Hill Infant and Nursery School

Creating Caring, Creative and Confident Mathematicians

Vision

At Butler's Hill Infant and Nursery School, we believe every child can succeed in mathematics. We aim to develop caring, creative and confident learners who are fluent in mathematical knowledge, able to reason logically and solve problems independently. We promote positive attitudes towards mathematics and ensure that all pupils experience success, challenge and enjoyment. Mathematics provides the foundation for understanding the world and is an essential skill for everyday life and future learning.

Intent

Our mathematics curriculum is designed to ensure that all pupils:

- Become fluent in the fundamentals of mathematics.
- Develop secure conceptual understanding through a mastery approach.
- Reason mathematically using precise vocabulary.
- Solve problems in a range of contexts.
- Build resilience, independence and confidence.
- Apply mathematics across the wider curriculum.
- Develop strong foundations for future learning.

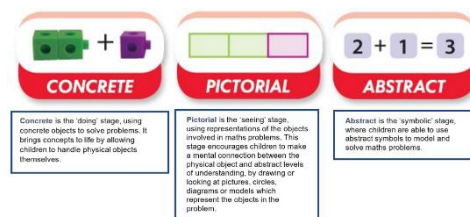
We follow the National Curriculum and place particular emphasis on fluency, reasoning and problem solving.

Implementation

Mathematics is taught through a mastery approach using White Rose Maths as the main curriculum driver. Learning is carefully sequenced into small steps to build secure understanding and long-term retention.

Across school, teaching includes:

- Daily mathematics lessons.
- Use of the Concrete-Pictorial-Abstract (CPA) approach.
- Retrieval practice to strengthen long-term memory.
- Opportunities for reasoning and problem solving in every unit.
- High-quality mathematical talk and discussion.
- Use of manipulatives and representations.
- Responsive teaching informed by ongoing assessment.



- Adaptive teaching to ensure all pupils access the same ambitious curriculum.

Children are encouraged to explain, justify and prove their thinking using mathematical vocabulary and sentence stems.

Strong Foundations in EYFS

In the Early Years Foundation Stage, mathematics is taught through direct teaching, purposeful interactions and high-quality continuous provision.

Children have daily opportunities to:

- Count, compare and subitise.
- Explore patterns and relationships.
- Develop a deep understanding of numbers to 10.
- Apply mathematics through meaningful play experiences.
- Develop spatial reasoning and mathematical vocabulary.

Mathematical learning is carefully woven throughout the environment to ensure children develop the secure foundations required for future success.

Mastering Number

Reception, Year 1 & 2 pupils participate in NCETM Mastering Number sessions. These sessions develop number sense, fluency, confidence and flexibility with number. Mathematical talk is central to these sessions and supports children's understanding of relationships within number.

Oracy and Mathematical Vocabulary

The development of mathematical language is a key priority. Children are taught to explain their thinking, justify answers and discuss strategies. Teachers model and explicitly teach vocabulary using progression documents, working walls and sentence stems. Talk partners and collaborative discussion are used regularly to deepen understanding and address misconceptions.

Assessment

Assessment is an integral part of mathematics teaching and learning.

Teachers use:

- Ongoing formative assessment during lessons.
- Immediate feedback and responsive teaching.
- White Rose end-of-block assessments.
- Termly assessments.
- Professional dialogue and pupil conferencing.

Assessment information informs planning, intervention and support, ensuring that all pupils make progress from their starting points.

Feedback and Marking

Feedback in mathematics is purposeful, timely and appropriate to the age and needs of our infant pupils. It is closely linked to ongoing assessment for learning and is used to celebrate success, identify misconceptions and inform the next steps in teaching.

The most effective feedback is often given **live during the lesson** through:

- Verbal feedback and questioning.
- Teacher modelling.
- Use of manipulatives and representations.
- Opportunities to explain and improve mathematical thinking.
- Immediate intervention where a misconception is identified.
- Additional challenge where pupils are secure.

Teachers use a **pink pen** to acknowledge work, highlight successes and provide brief written feedback where this will support learning. Where a child needs to revisit an answer, the teacher draws a **pink box** around the calculation or section. Children are encouraged to return to the boxed work and attempt the correction independently in the first instance, developing resilience and responsibility for their own learning.

Where necessary, an adult will then provide further explanation, modelling, practical resources or targeted support. Once the correction has been completed, a **C** is added to show that the work has been corrected and revisited.

Teachers also identify number and symbol reversals where appropriate. The correct formation may be modelled in **yellow**, providing children with an opportunity to trace, copy and practise the numeral or symbol correctly. This is used sensitively and proportionately, with the main focus remaining on mathematical understanding rather than presentation alone.

Marking and feedback should be manageable, meaningful and motivating. It is not expected that every piece of mathematics will contain lengthy written comments. Teachers use their professional judgement to determine the most appropriate form of feedback, ensuring it has a clear impact on pupils' understanding and future learning.

Inclusion

We are committed to ensuring all pupils can access an ambitious mathematics curriculum. Teaching is adapted through the use of scaffolds, manipulatives, representations, targeted support and intervention. Where appropriate, personalised provision is provided to meet individual needs.

Our Rainbow Room provision supports pupils with significant additional needs through carefully adapted learning experiences and specialist resources.

Impact

The impact of our mathematics curriculum is demonstrated through pupils who:

- Are confident mathematicians.
- Use mathematical vocabulary accurately.

- Recall key facts fluently.
- Explain and justify their thinking.
- Apply mathematics in different contexts.
- Demonstrate resilience when solving problems.
- Are well prepared for the next stage of education.

Pupils leave Butler's Hill with strong mathematical foundations and a positive attitude towards mathematics.

Leadership and Monitoring

The Mathematics Subject Leader monitors the quality of provision through lesson visits, learning walks, pupil voice, work scrutiny, planning reviews and assessment analysis. Findings are used to celebrate strengths, identify priorities and drive continuous improvement.

Mathematics Non-Negotiables

At Butler's Hill:

- Children are encouraged to talk before recording.
- Mathematical vocabulary is explicitly taught and modelled.
- Manipulatives and representations are available and used appropriately.
- Retrieval opportunities are built into lessons.
- Reasoning and problem solving feature regularly.
- Assessment informs teaching.
- All children access an ambitious curriculum with appropriate support and challenge.
- Mistakes are valued as opportunities for learning.