



## West Byfleet Infant School We Belong, Inspire, Succeed



# Maths Policy

Our school vision is 'We Belong, Inspire, Succeed'. This reminds us daily that children need to feel safe and secure within the school community, have opportunities to inspire their interests and an enthusiasm for learning, as well as achieving success at all levels.

At West Byfleet Infant School, we believe that Mathematics, as well as developing fluency, problem solving and reasoning skills, are key to every child's mathematical development. Through the Maths curriculum, we help children to develop the skills and knowledge that enables them to become life-long learners. We aim to challenge all children in every lesson and ensure that their learning is purposeful, transferable and encompasses a range of learning styles. This is fundamental to their learning journey and here at West Byfleet Infant School as we focus on every child as an individual.

The purpose of this policy is to provide staff, parents, volunteers and governors with the framework they need to understand how we teach Mathematics at West Byfleet Infant School.

At West Byfleet Infant School, we believe that mathematical fluency, problem-solving, and reasoning are essential components of a child's education. We follow the White Rose Maths scheme to support the structured progression of our curriculum, ensuring that all children build on prior knowledge in a logical and coherent way. Our lessons are designed to develop both skills and understanding, helping children grow into confident, lifelong learners. We strive to make Maths engaging and accessible for every child, removing barriers to learning regardless of their age or stage.

Member of staff responsible	Sophie Pugh
Date Policy Produced	Autumn 2024
Policy agreed/last reviewed	Autumn 2025
Next review date	Autumn 2026
Other Related Policies	No
Is it a Statutory Policy?	Yes
Does it need Governor approval?	Yes

### Our School Aims:

1. To promote an interest and enjoyment of Mathematics for all pupil groups and learning abilities.
2. For all children to become independent mathematicians who are confident, logical thinkers in order to apply their knowledge to problem solving situations.
3. To provide stimulating and challenging learning opportunities for all pupil groups and learning abilities.

### Our Maths Approach

At West Byfleet Infant School, we use White Rose resources to support the progression of learning in Maths, adapting them as needed to meet the individual needs of our children. All teachers follow the concrete–pictorial– abstract (CPA) approach, helping pupils develop a deep understanding of abstract concepts through the use of physical and visual aids. We also place a strong focus on developing language and oracy skills through discussion, explanation, and the use of mathematical vocabulary. This approach provides rich opportunities for children to tackle real-life Maths challenges, promoting reasoning, curiosity, and creativity.

### The Mastery Approach

“Teaching for mastery” seeks to help every pupil develop a strong, thorough understanding of mathematics. Unlike traditional methods, it ensures that all learners can engage with the entire maths curriculum. By encouraging different approaches to problem-solving, this inclusive strategy fosters confidence and resilience in pupils.

### Our Environments:

At West Byfleet School, we take pride in offering a wide range of resources that are accessible to every child in every classroom. In Early Years and Year One, our dedicated staff provide continuous and enhanced provision that is both rich and engaging. By Year Two, we further develop this approach, ensuring that all children have access to hands-on learning opportunities with concrete apparatus whenever required.

### Assessments and Records:

Assessments are made in line with the school assessment policy.

- Teachers use effective assessment for learning on a daily basis and adapt learning for the next day where necessary.
- Next steps (where needed) and marking informs teachers of the children that may need a same day intervention, which is carried out to correct / support learning further.
- Pupil Asset (our school tracking system) enables teachers to track progress and attainment across the school. This data is recorded termly.

### Reporting to parents:

Parents are informed formally of children’s attainment and progress twice yearly at Parents’ Meetings. In addition to this, in KS1 parents receive mini reports at the end of Autumn and Spring Term. In both Reception and KS1 parents receive a Summer Term end of year report. Meetings are arranged when needed if a teacher wishes to contact a parent for their child’s extra support with Maths learning at home.