

## **Mathematics at Bewdley Primary School**

At Bewdley Primary School, we aim for all children to become confident, fluent and enthusiastic mathematicians. We encourage children to explore, question, reason, make connections, spot patterns, generalise and solve problems. Our approach places emphasis on deep conceptual understanding rather than rote learning, enabling pupils to develop secure and lasting mathematical knowledge.

Mathematics is taught using a mastery approach, in line with the White Rose Maths Scheme. This approach ensures that all pupils are supported to achieve, with opportunities to deepen understanding and apply learning in a variety of contexts. New concepts are introduced through the Concrete, Pictorial and Abstract (CPA) approach and teachers model methods and strategies using the 'I do, we do, you do' method which provides support as the children learn. Children are encouraged to think mathematically, explain their reasoning and justify their answers using accurate mathematical language.

We intend for our pupils to be able to apply their mathematical knowledge across the curriculum, particularly in science and other STEM subjects. We want children to understand that mathematics is essential to everyday life, critical to science, technology and engineering, and vital for financial literacy and future employment.

Above all, we want the children at Bewdley Primary School to love learning mathematics.

This policy explains how mathematics is taught at Bewdley Primary School in line with the 2014 National Curriculum and the White Rose Maths Scheme.

### **What?**

At Bewdley Primary School, we follow the White Rose Maths Scheme to support a coherent and progressive curriculum. The scheme breaks learning down into small steps, ensuring that concepts are built on secure foundations.

Problem solving, reasoning and fluency are embedded throughout all lessons. Teachers use their subject knowledge and understanding of the children to adapt and supplement White Rose materials to meet the needs of all learners. Lessons are carefully sequenced to allow children to revisit, consolidate and deepen their understanding.

Children begin maths lessons practising counting and arithmetic skills to develop fluency and accuracy. Times tables are practised daily across the school.

The school's calculation policy outlines how formal written methods are taught progressively across the school in line with the White Rose approach.

### **When?**

Mathematics is taught daily. Lessons are carefully planned to ensure sufficient time for fluency, reasoning and problem solving. Opportunities to apply mathematical skills across the curriculum are planned wherever appropriate, particularly through topic work and STEM learning.

Interventions are used to support pupils who need additional help to close gaps or address misconceptions. Pre-teach sessions are delivered by class TAs and the school uses the White Rose Pupil Intervention Programme in KS2.

### **How?**

Mathematics lessons follow the White Rose Maths lesson structure, with a strong focus on developing conceptual understanding. Lessons typically include:

- Revisiting prior learning
- Introducing new learning through small, carefully sequenced steps
- Use of concrete resources and pictorial representations
- Opportunities for guided and independent practice
- Reasoning and problem-solving tasks
- Opportunities to deepen understanding

Concrete apparatus and pictorial models are used extensively to support understanding and help children make connections between concepts. Mathematical models and representations are used consistently across the school to support reasoning and explanation. Resources are stored in classrooms so that they are easily accessible to pupils, with measure and shape resources stored centrally.

In addition to daily mathematics lessons, special maths days and maths weeks are organised. Cross-curricular links are promoted, particularly through Science and STEM learning.

### **Who?**

Pupil voice and teacher voice are valued and used to reflect on the quality of teaching and learning in mathematics. Feedback is used to inform future planning and practice.

Parents are encouraged to be active partners in their child's mathematical learning. The school provides workshops and information sessions to support parents' understanding of the White Rose Maths approach, enabling them to better support learning at home. Parents are regularly informed about their child's progress throughout the year.

### **Home learning?**

Home learning opportunities are shared with parents via the online learning platform MyMaths and reflect the main areas of learning from the White Rose curriculum. Children are encouraged to practise mathematics and times tables using a range of online learning platforms including TTRS and NumBots.

### **Where Next?**

Assessment is an integral part of teaching and learning. Post-unit assessment outcomes are analysed to inform next steps in teaching and learning. Teacher assessments are recorded termly. Progress is monitored by the Headteacher, Leader for Data and Maths Lead. Pupil progress meetings focus on pupils who require additional support or accelerated progress to meet age-related expectations.

Continuous Professional Development (CPD) is planned in response to monitoring, data analysis and performance management targets, ensuring high-quality mathematics teaching across the school.

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