



Fairchildes Academy Community Trust (FACT)

Maths Policy

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Introduction

At FACT, we believe that mathematics is a key life skill that underpins many aspects of everyday life, work, and future learning. A strong foundation in maths equips pupils with the ability to problem-solve, think logically, and make informed decisions, which are essential for success in education, employment and the diverse opportunities of the future. We believe that maths can be both fun and challenging and aim to inspire a love of maths in every pupil. We equip our pupils with key mathematical skills and knowledge, and offer them the opportunity to engage with exciting puzzles and complex problems that stimulate their curiosity and creativity. Our core vision is that every child is a confident, skilled and resilient mathematician.

Our maths curriculum ensures that all pupils:

- Become fluent in the fundamentals of mathematics
- develop reasoning and problem-solving skills
- appreciate how mathematics is applied in the real world

Aims and Objectives

We are committed to teaching mathematics in a way that fosters excitement, creativity, and relevance, promoting a positive and confident attitude towards the subject.

Our pupils will:

- Develop proficiency in essential skills, knowledge, and understanding, with an emphasis on quick recall of basic facts to strengthen mathematical fluency.
- Build the ability to express mathematical ideas clearly and effectively, using appropriate mathematical language.
- Foster logical thinking and use systematic approaches to solving problems.
- Be encouraged to work both independently and collaboratively, learning from others as well as developing personal responsibility.
- Gain confidence in applying mathematical facts effectively in different contexts.
- Understand how maths is used in everyday life, recognising it as a vital tool for communication and problem-solving.

Teaching and Learning

At our schools, we teach Mathematics using the principles of maths mastery to ensure

all students develop a deep, conceptual understanding of mathematical ideas. This approach promotes a strong foundation in number skills and mathematical reasoning, ensuring pupils are confident and fluent in their knowledge.

Our daily maths lessons are planned using the White Rose Scheme and supplemented with other high quality mastery materials, such as those provided by the NCETM, Number Sense, N-Rich and I See Maths.

Key Aspects of Our Teaching Approach:

Fluency and Deep Understanding: Pupils are given ample time to explore key mathematical concepts through varied practice and repetition, allowing them to achieve fluency and a deep, connected understanding. We prioritise mastering foundational skills before moving on to new content, and place a strong emphasis on pupils learning core number facts such as number bonds to 10/20/100 and multiplication facts up to 12×12 .

Representation and Structure: We use a range of concrete materials (such as cubes, Numicon, Rekenreks, and place value counters), visual models (including tens frames, number lines and bar models), and abstract representations to ensure that pupils grasp the fundamental structures of mathematical concepts. This approach helps to develop a deep, lasting understanding of key areas such as number sense, place value, and arithmetic operations.

Mathematical Reasoning: We encourage students to explain their thinking and reasoning, supporting them to make connections between mathematical ideas. Through discussion, problem-solving, and enquiry, pupils develop their ability to form logical arguments, justify solutions, and articulate mathematical concepts clearly.

Problem-Solving: Pupils regularly apply their mathematical understanding to a variety of problems. By breaking down challenges into manageable steps, they build resilience and flexibility in seeking solutions, promoting independence and fostering critical thinking skills.

Mathematical Language: A strong focus is placed on using precise mathematical vocabulary. Pupils are encouraged to articulate their thinking using correct terminology, which helps them clarify their understanding and communicate ideas effectively.

Inclusion

All our staff are committed to responding to the diverse learning needs of our pupils, including those with English as an Additional Language (EAL), pupils with learning difficulties, and the most able learners.

Core Principle: In line with our Maths Mastery approach, most pupils follow the same lesson, ensuring consistency and coherence in learning. However, we recognize that all children progress at different rates, and therefore we provide appropriate scaffolding and support to help every pupil succeed.

Support for SEN/EAL: Pupils identified as having particular learning difficulties will be supported through tailored support, including targeted work with a teacher or teaching assistant, either individually or within small, focused groups. This may involve specific intervention programmes designed to address particular areas of need, or opportunities for further practice, ensuring they have the confidence and fluency to progress.

Challenge for the most able: We offer appropriate challenges for our most able pupils, who grasp concepts quickly, providing rich and complex tasks to deepen their understanding. The aim is to provide enrichment opportunities that build on their existing knowledge without accelerating through the curriculum too quickly.

By ensuring that all pupils have access to the same core lesson with carefully considered adaptations, we foster an inclusive learning environment where every child is supported to achieve their potential. For further guidance, please refer to the **Inclusion Policy**.

Assessment in Mathematics

Assessment in maths is primarily carried out through Assessment for Learning (AfL), where teachers continuously monitor pupil progress during lessons, providing immediate feedback and adjusting teaching to meet the needs of all learners. This approach allows us to ensure that each pupil has the support they need to succeed. At the end of each block of learning, short summative assessments are used to evaluate pupils' understanding and to inform future planning.

In the Foundation Stage, children are assessed across the seven areas of learning and development outlined in the Early Years Framework. There is no formal assessment in this stage, other than baseline assessment. Instead, children's progress is tracked through ongoing observation and teacher judgement, with evidence being recorded in individual learning journals.

At the end of Key Stage 2, pupils will take part in statutory assessments in line with government requirements. Additionally, all pupils in Year 4 will complete a Times Table Screening Test to assess their fluency with multiplication tables. For more detailed information, please refer to the **Assessment Policy**.

Calculation Policy

We have a clear trust calculation policy in place for addition, subtraction, multiplication, and division to ensure consistency in how these key operations are taught across all year groups and schools within the trust. This policy outlines the progression of methods, from concrete resources to visual models and finally to abstract written techniques, ensuring that pupils build a strong foundation at each stage. By following this structured approach, we ensure that all pupils develop a clear and consistent understanding of the calculations, regardless of their class or teacher. This consistency helps to support pupil confidence and fluency as they move through the school.

Cross-Curricular Mathematics

Mathematical skills are developed throughout the entire school curriculum, and teachers actively seek opportunities to integrate maths across different subjects. This helps pupils see the relevance and application of mathematics outside of dedicated lessons, as well as enhancing understanding in the subject area. These opportunities are especially evident in areas such as:

- Science: Collecting and analysing data, measuring, creating and interpreting graphs.
- Computing: Logical thinking, problem-solving, and understanding algorithms.
- Geography: Using coordinates, scale and reading complex data.

Homework

We believe that learning extends beyond the classroom, and that parents play an important role in supporting their child's mathematical development.

While no formal, regular written homework tasks are set, parents are encouraged to help reinforce key mathematical concepts at home. This can include:

- Engaging children with practical activities such as measuring ingredients for cooking or working with time (e.g., reading clocks, calculating durations).]
- Supporting the quick recall of key number facts (such as number bonds to 10 and

100), including regular use of Numbots online.

- Encouraging daily use of Times Table Rockstars for pupils in Year 2 and above, to develop fluency with times tables.
- Taking part in the Family Maths Challenges that are sent home periodically to help families to foster a positive attitude towards maths.

Enrichment and Events

All schools in the trust hold an annual Maths Day, which includes the always popular 'dress up for digits' as well as a range of engaging games, activities and competitions. Selected children take part in the National Primary Maths Challenge (Years 5-6), or First Maths Challenge (Years 3-4). We also hold our own Wondermaths Competition each year, with the winning teams going on to represent their respective schools in a London-wide competition.