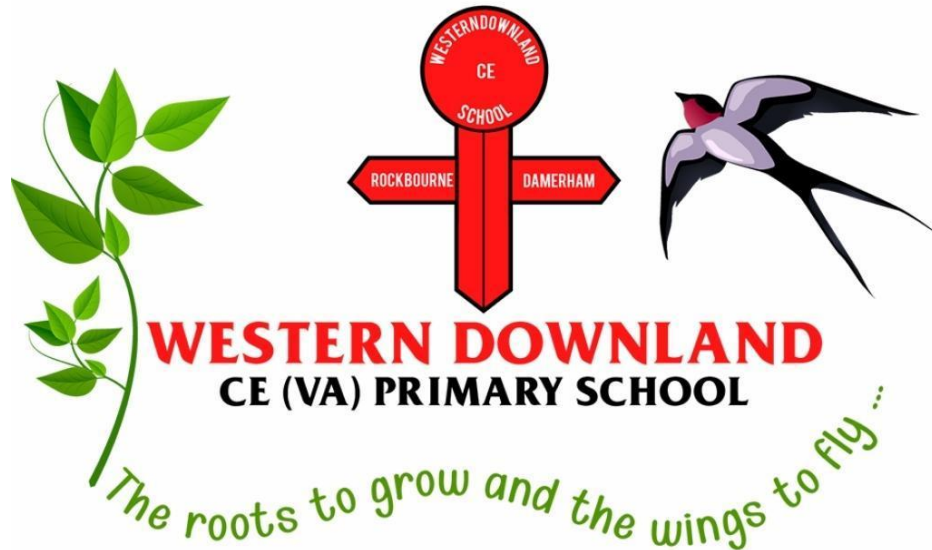


**WESTERN DOWNLAND C. of E. (V.A.) PRIMARY SCHOOL**

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*'The roots to grow and the wings to fly'*



## **Maths Policy**

# **Western Downland CE (VA) Primary School**

**Reviewed**  
**Next Review**

**March 2022**  
**March 2024**

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## POLICIES AND PROCEDURES PROFORMA

<b>Subject and Version of Document:</b>	Mathematics 2025
<b>Author:</b>	Jackie Miller
<b>Persons/Committees etc consulted whilst document in draft</b>	Teaching Staff
<b>Date agreed:</b>	Autumn 2 2025
<b>Date of next review/update and by whom:</b>	Autumn 2 2027 Subject Leader and Staff
<b>By whom agreed:</b>	Teaching Staff
<b>Copy obtainable from and/or distribution :</b>	School Office
<b>Date document issued and placed on website:</b>	Issued September 25
<b>Responsibility for dissemination to new staff:</b>	Jackie Miller
<b>Principal Target Audience:</b>	All staff and parents

### Amendments Summary:

[illegible]

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### **Western Downland CE (VA) Primary School**

## **Mathematics Policy**

### **1. AIMS**

Mathematics is a tool for everyday life. It is a whole network of concepts and relationships which provide a way of viewing and making sense of the world. It is used to analyse and communicate information and ideas and to tackle a range of practical tasks and real -life problems. It also provides the materials and means for creating new imaginative worlds to explore.

We believe that, children who understand and are successful in mathematics will have significantly enhanced opportunities and options for shaping their future.

Using the Programmes of Study from the National Curriculum 2014 and the **Statutory Framework for the Early Years Foundation Stage (2012)**, we aim to foster different skills and attitudes:

- a positive attitude towards mathematics and an awareness of the fascination of mathematics
- fluency, competence and confidence in mathematical knowledge, concepts and skills
- confidence and speed when calculating mentally
- to be able to reason, justify and check
- an ability to solve problems: to reason, to think logically and to work systematically and accurately.
- to use initiative and an ability to work both independently and in cooperation with others
- an ability to communicate mathematics
- an ability to use and apply mathematics across the curriculum and in real life
- an understanding of mathematics through a process of enquiry and experiment

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### **2. STATUTORY REQUIREMENTS**

#### **Foundation Stage**

Statutory Framework for the Early Years Foundation Stage (March 2014, updated September 2021)

#### **Key Stage 1 and 2:**

Statutory requirements for the teaching and learning of Mathematics National Curriculum 2014

### **3. THE GOVERNING BODY**

Regular reports are made to the Governors on the progress of mathematics provision through meetings with our Mathematics Governor and Maths Manager.

### **3. SUBJECT ORGANISATION**

At Key Stage 1 and 2, the Mathematics Curriculum is delivered using the National Curriculum as guidance.

In the nursery and reception, the Early learning Goals are followed to ensure continuity and progression from the Foundation Stage through to the Key Stage 1.

Mental oral work plays an important role in children's skills. Teachers plan weekly to ensure a mental oral starter takes place during the maths lesson every day.

Each class teacher plans using a unit organiser which uses The White Rose Scheme of work as a core. These organisers include prior knowledge which should be in place, possible misconceptions which may be encountered and vocabulary required.

At the beginning of each unit, children are assessed. Pupil provision is then related to attainment with focused teaching to allow them to meet age-related expectations. Clear objectives are set for each session and are shared with pupils. They work towards independent learning and plan for different working groups: whole class/small group/ paired/individual.

On introducing a new concept, teachers may use an anchor task to develop reasoning skills. Children may work in mixed ability groups to discuss their understanding of the new concept. Alongside this we use the CPA approach to the introduction of new concept: concrete representations, followed by a pictorial representation moving on to the abstract written recording when children are ready.

A balance of fluency, reasoning and problem solving is taught throughout a unit of work.

Weekly number skills sessions are used to recap on numbers skills previously taught.

Teachers employ a range of generic teaching strategies based on principles underpinning mathematics teaching:

4. Instruction/direction- using the correct mathematical vocabulary
5. Modelling/demonstrating/scribing- concrete, pictorial and abstract.
6. Explaining
7. Questioning- What is the same or different? Which is the odd one out? Can you spot the error?
8. Discussing-
9. Consolidating- repetition of number facts over time in number lessons or mental/ oral sessions.
10. Evaluating

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11. Summarising

**4 Foundation Stage**

**The areas of learning and development**

**5. BREADTH OF STUDY**

Through careful planning and preparation, we aim to ensure that, throughout the school, children are given a variety of opportunities:

- practical activities and mathematical games
- problem solving
- individual, group and whole class discussions and activities
- open and closed tasks
- a range of methods of calculating eg. mental, jottings and formal calculations.
- working with computers as a mathematical tool: TTRS, Excel.

**6. PARENTAL/COMMUNITY INVOLVEMENT**

We value parent/carers involvement in children's development of numeracy and promote a home school partnership in many ways:

- sharing information – Key recall facts, A Guide to Calculation, Routes to Roots.
- celebrations – assemblies, school performances, displays, book fairs;
- home learning - in line with our homework policy and home/school agreement.
- using parent workshops as a way of supporting parents in understanding school policy on teaching calculations.

**7. MONITORING AND EVALUATION**

The teaching and learning of mathematics is monitored by the Mathematics Manager and all class teachers. Having identified priorities, the Mathematics Manager constructs an action plan that forms part of the School Development Plan. This forms the basis for any monitoring activities and will clearly identify when, who and what is to be monitored and how this will take place e.g. classroom observation, planning scrutiny, work sampling etc.

**8. ASSESSMENT, RECORDING AND REPORTING**

Assessments are made in line with the school assessment policy. Teachers report to parents twice a year at parents' evenings and in the annual report to parents.

Children are assessed on entering the school and are formally assessed at the end of the Foundation Stage and each Key Stage.

Insight is used to track progress. This is completed in December and July.

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In year 1, 3, 4, 5, children will carry out a summative assessment- using NFER assessments. Children who are working below the expected standard will be assessed using Sandwell maths assessment tool.

In years 2 and 6, assessments use previous SATs papers and are administered in November and May. They may be given in the second half of the Spring term if required.

Teachers use assessment for learning to ensure planning is based on prior attainment. In each phase of a unit of work, teacher's assess children's understanding of concepts to be covered and plan accordingly so that children progress.

Group or individual targets are set accordingly. Marking is in line with the school marking and feedback policy.

Teacher's keeps individual records and these include information that enables the teacher to deliver an effective, relevant curriculum which builds on prior attainment and meets the needs of pupils.

### **9. STAFF DEVELOPMENT**

The Mathematics Manager and all class teachers are expected to keep up to date with subject knowledge and use current materials that are available in school or on the Standards website. Training needs are identified as a result of whole school monitoring and evaluation, performance management and through induction programmes. These will be reflected in the School Improvement Plan which includes the Mathematics Action Plan.

### **10. RESOURCES**

Each classroom has designated sets of resources, which are labelled, to support children in their understanding of mathematics including number lines, dice, money, base 10 equipment. These resources are accessible to children at all times and children are encouraged to use them when needed.

Addition resources are found in the stores at each site as well as publications to support teachers with their planning.

### **12. INCLUSION**

We aim to provide opportunities for all children so that they achieve as highly as they can in Mathematics according to their individual abilities. Children who are exceeding expectations will be identified and suitable learning challenges provided. We will identify which pupils or groups of pupils are under-achieving and take steps to improve their attainment through intervention programmes: Success@ Arithmetic or pre-teaching to develop confidence.

Additional adults are used to support the teaching of mathematics. They work under the guidance of the teacher with small groups of children or individuals. Where identified, some pupils may require targeted support to enable them to work to age appropriate objectives. The teacher, liaising with the Maths Manager, SENDCO and TA, will suggest a programme of intervention to support their needs. The needs of children with English as an additional language will be met through planning and support. This is supported by our Equal Opportunities Policy.

### **12. EQUAL OPPORTUNITIES**

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All children are provided with equal access to the mathematics curriculum. We aim to provide suitable learning opportunities regardless of gender, ethnicity or home background.

This policy should be read in conjunction with the following school policies:

Teaching and Learning Policy

Assessment and Record Keeping

Responding to pupils' work / Feedback / Marking policy

Special Educational Needs Policy

ICT Policy

Equal Opportunities Policy

Health and Safety Policy

Curriculum developments for detail

### Assessment

- AFL- use of whole class whiteboards to check understanding, live marking to pick up misconceptions, work to be looked at each evening and initialled so that errors can be addressed.
- Insight is used to record attainment at end of each term.
- NFER tests to be completed December and July. (Yr1 only July)
- Yr2 and 6 to complete mock SATs in Autumn 2 and Spring 2.
- White Rose end of unit assessments to be used to support teacher judgements if required.
- Moderation across KS1-2. Supports levelling decisions for cohort tracking every half term.
- At the beginning of a phase of work (more prevalent in the autumn term), assessment to be made to gauge children's level of understanding so that pitch is correct for the child. This does not have to be written formally but should be used to inform unit or-

### Display

Mathematics Wall in each class.  
It should be used to support the learning of children. It may include different mathematical representations:

- number lines,
- procedural layout
- key vocabulary
- pictorial representations of key facts.

### EYFSP

- Baseline assessments to be completed in the first three weeks of term.
- Use of White Rose planning to support delivery of the curriculum.
- Direct teaching 1 session daily
- Maths activities to support direct teaching are planned for in continuous provision and enhanced provision.
- EYFSP
- Introduction of part, part, whole.

### Recording work

When setting out calculations, 1 number in each square.  
Recording in Mastering Maths books at KS1.  
At KS2 Mastering Maths books and Number skills to be used. Page to be vertically folded

### Planning

- Use White Rose maths long term planning for each year group.
- Medium term planning using White Rose as basis.
- Each unit of work must have a unit organiser. [Curriculum](#) [Maths](#) [Resources](#) [Planning resources](#) [Unit organisers](#)
- Other resources can be used as an aid for delivering the curriculum.
- All classes to use CPA approach to delivering curriculum.
- Each lesson should have a clear learning objective.
- Activities which develop reasoning and problem solving skills should be included in planning and be seen x2 per week at KS1 and for each lesson at KS2.
- Mental oral starter to be planned for each day: elements-counting, recall of facts, review of previous unit of learning and review of long term concepts including the revision of key vocabulary, statistics, measurement and geometry.

### Resources

- Clearly labelled and accessible to all children- encourage independence.
- Hands on equipment at all ages-visual/practical. Each new concept should be introduced using C-P-A.
- Ensure children feel confident in using resources regardless of their ability. (Not just for SEN children.)

## Curriculum Developments MATHEMATICS

Number skills should be revised weekly in a designated lesson.  
This will include recall of derived facts, four number operations, fractions and percentages. Please refer to end of key stage tests for ideas.

Home learning:  
KS1- Number- 3/5 minutes daily and TTRS in Yr2 summer term.  
Lower KS2- TTRS to be set weekly. Children should spend 10 minutes daily.  
Upper KS2- Maths activity to consolidate previously learnt skills sent weekly plus TTRS

Member of staff responsible: Jackie Miller

Date policy updated: September 2025

Date to be reviewed: September 2027

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