



Slyne with Hest C of E Primary School

Mathematics Policy

Listen, learn, love and laugh as part of God's family.

Policy:	Maths
Subject Leader:	E. Pennington
Statement was reviewed:	September 2025
This statement will be reviewed:	September 2026

Purpose

The purpose of our Mathematics policy is to highlight the importance of mathematics as a crucial tool for navigating everyday life. Mathematics involves a wide range of concepts and relationships that help people understand and interact with the world around them. It not only helps us analyse and share information but also supports us in solving practical tasks and real-life problems. Additionally, mathematics provides the building blocks for imagining new possibilities, encouraging exploration and innovation while developing critical thinking and problem-solving skills that are essential in today's changing society.

Aims

In alignment with the National Curriculum, our school is dedicated to cultivating a comprehensive mathematical education that fosters both academic excellence and a genuine passion for the subject.

The primary aims of our mathematics policy are as follows:

- To instil a positive attitude towards mathematics, fostering an enthusiasm for the subject and an appreciation for its relevance in daily life.
- To develop competence and confidence in mathematical knowledge, concepts, and skills, ensuring students possess a solid foundation that will enable them to progress to more advanced levels of study in future.
- To develop problem-solving abilities, equipping learners with the skills to reason, think logically, and work systematically and accurately in various mathematical contexts.
- To encourage initiative and skill in working both independently and collaboratively with peers, recognising the importance of teamwork and communicative skills in

the learning process.

- To enhance students' ability to communicate mathematical ideas effectively, articulating their reasoning and solutions clearly to others.
- To promote the practical application of mathematics across the curriculum and in real-life scenarios, aiding students in recognising the valuable role of mathematics in various disciplines and everyday situations.
- To foster a deep understanding of mathematical concepts through a process that emphasises enquiry and experimentation, allowing students to engage actively with their learning.

In the Foundation Stage, the mathematics curriculum is framed by the Early Years Foundation Stage (EYFS) guidelines, establishing a robust foundation for mathematical learning. The planning framework for the EYFS is grounded in the White Rose Maths scheme, which enriches the educational experience and promotes a deep understanding of mathematical concepts.

In Key Stages 1 and 2, teachers adhere to the National Curriculum for Mathematics, ensuring that the entirety of the Programme of Study is comprehensively addressed. To support effective teaching strategies, Key Stages 1 and 2 utilise the Red Rose Maths programme, which provides a structured approach to mathematics instruction.

Through the implementation of these aims, we aspire to create an engaging and supportive learning environment that nurtures every student's mathematical journey, equipping them not only for academic success but also for thoughtful and informed participation in the world beyond the classroom.

Purpose and organisation

The purpose of our Mathematics Policy is to establish a consistent framework for the teaching and learning of mathematics within our school, ensuring that each child receives a high-quality education in this foundational subject.

Each class teacher is responsible for delivering effective mathematics lessons, working closely with the Subject Leader for support and guidance. This collaboration helps ensure that all teachers share best practices and maintain high standards in mathematics education.

Our approach to teaching mathematics is built around three key principles. Firstly, we focus on direct, instructional teaching along with interactive oral activities involving the whole class and smaller groups. This combination promotes engagement and helps children deepen their understanding through conversation and teamwork. Secondly, we have a daily mathematics lesson, which highlights the importance of the subject and offers students regular opportunities to practice and apply their skills. Finally, we emphasise the development of mental calculation skills to boost students' confidence and ability to solve mathematical problems quickly and efficiently.

From Year 1 onwards, each class is tasked with the organisation of a daily mathematics lesson. This approach provides sufficient opportunity for the introduction, exploration, and

consolidation of mathematical concepts, while catering to diverse learning needs and styles.

In the Reception class, the teaching of mathematics is structured around the objectives set out in the Early Years Foundation Stage (EYFS) document. This approach ensures that our youngest learners are actively working towards the Early Learning Goals for Mathematics. Throughout the Reception year, teachers are committed to integrating the various components of a daily mathematics lesson, so that by the time children transition to Year 1, they are well-acquainted with the format of a 45-minute lesson. This intentional progression not only eases the transition between year groups but also ensures that children develop a solid foundation in mathematical skills, setting the stage for future learning.

In summary, our Mathematics Policy is designed to provide a clear framework that guides teachers in delivering effective mathematics instruction, whilst fostering a love for learning and promoting mathematical fluency among our students. Through careful planning and organisation, we strive to cultivate an environment in which every child can thrive and reach their full potential in mathematics.

Assessment

Assessment is an integral part of the mathematics curriculum and is not merely an addition to it. It plays a crucial role in informing teaching practices and ensuring that children achieve their full potential in this essential subject. Consequently, children's work in mathematics is assessed through three primary aspects.

Firstly, informal, formative assessments are conducted continually by educators. This involves questioning the children, as well as observing and monitoring their work during lessons. These short-term assessments are closely aligned with the specific learning objectives for each lesson, allowing teachers to gauge understanding and progress. The insights gained from these assessments assist in determining the next steps in learning and tailoring instruction to meet individual needs.

Secondly, periodic assessments occur at the end of each half term. Our school employs Red Rose Maths end-of-block assessments to check for progress and understanding of the content that has been covered. The data collected from these assessments is invaluable as it not only highlights areas where children may be struggling but also informs interventions and additional support required to ensure academic success.

Lastly, more formal summative assessments are administered at key stages in a child's primary education. All new primary school pupils will undertake the new Reception Baseline Assessment (RBA). In Year 6, children will complete the SATs to gauge their knowledge and skills. Furthermore, children in Year 2 will participate in the end of Key Stage 1 National Curriculum tests, while Year 4 students are required to undergo a Multiplication Tables Check (MTC) in the Summer Term.

Collectively, these assessment methods provide a comprehensive overview of each child's progress in mathematics, ensuring that teaching is both effective and responsive to their needs.

The role of the Subject Leader

The role of the Mathematics Subject Leader is central to ensuring that mathematics education runs smoothly throughout the school. This involves making sure that there is continuity and progression in learning across all year groups, alongside ensuring thorough coverage of the National Curriculum and the Early Years Foundation Stage Strategy.

A key part of this role is to monitor and evaluate the quality and standards of mathematics instruction. The Subject Leader works to support teachers, providing guidance where needed to help enhance their teaching.

Additionally, they are responsible for writing and reviewing an annual action plan that fits into the school's broader Development Plan, helping to set clear mathematics-focused goals. Working closely with the Head Teacher and Deputy Head Teacher, the Subject Leader analyses standards of attainment across the school. This means looking at samples of children's work, reviewing planning and teaching approaches, and examining any available performance data.

The Subject Leader also attends relevant training courses on teaching and assessing mathematics regularly, keeping up to date on any changes in policies from the local authority. Encouraging colleagues to take part in professional development opportunities is also crucial. The Subject Leader inspires their team to enhance their practice in teaching and assessing mathematics. They are also in charge of managing and updating resources and equipment, ensuring that teachers have what they need for effective delivery.

Finally, regularly reviewing and adapting relevant policies ensures that they are in line with best practice and current educational guidelines.

Meeting the needs of all pupils

It is imperative that we meet the needs of all pupils within our mathematics curriculum to ensure that every child has the opportunity to make progress. Recognising the diverse range of abilities in our classrooms, special educational needs (SEN) pupils are typically included within daily mathematics lessons. They are encouraged to participate in activities to the fullest extent possible, fostering a sense of belonging and engagement.

For those with specific learning requirements, Individual Education Plans (IEPs) incorporate tailored objectives derived from the National Curriculum. Teachers remain mindful of these objectives whilst planning lessons to ensure that each child receives appropriate support and challenge. When additional support staff are available, they work collaboratively with class teachers to enhance the learning experience, either by supporting targeted interventions or providing assistance to groups and individuals. Additionally, consideration is given to children who speak English as an additional language, ensuring that they are also supported effectively within the mathematics curriculum.

Moreover, within our mathematics lessons, teachers are tasked with providing differentiated activities that not only cater to those who find mathematics challenging but also to those who consistently excel. This dual focus reflects our commitment to high achievement across the board, as evidenced by the increasing number of children attaining greater depth in their mathematical understanding.

Spirituality

In our Mathematics curriculum, we recognise that developing deep thinking and questioning the workings of the world fosters the spiritual growth of our students. Throughout lessons, pupils are consistently encouraged to explore their understanding of Mathematics and its connection to the environment around them.

The study of sequences, patterns, and measures, along with the entirety of Mathematics, was established to provide insight into the complexities of our world. We strive to empower each student to utilise Mathematics as a valuable tool, enabling them to explore and comprehend the world more fully, thus enriching their spiritual journey.

Equality and diversity

At Slyne-with-Hest St Luke's C of E School, we are committed to making our mathematics curriculum fair and free from discrimination. We work hard to challenge sexist, racist, and classist attitudes by raising awareness and encouraging positive thinking. Our aim is to ensure fairness and justice for everyone through the education we provide.

Whenever stereotypes or prejudices arise, we address them head-on. We take pride in celebrating the cultural diversity of our community and show respect for all minority groups. Our staff are dedicated to challenging gender stereotypes and promoting positive role models, helping every student feel valued and supported in their learning journey.

Resources

Every classroom is equipped with a variety of practical maths tools, from calculators to counters, so that pupils can easily access what they need for their lessons.

We also have a central resource store where additional materials are kept, and these can be shared between classes whenever required. These resources are used as needed to support teaching.

To engage children in their learning, we also incorporate technology through apps such as TT Rockstars. These digital resources not only captivate students but also help them grasp important mathematical concepts.

By offering a mix of physical and digital resources, we aim to create a learning environment that meets the diverse needs of all our learners.