



Mathematics Policy

Intent statement

The curriculum at Primet Primary school will ensure that all learners leave school as resilient and confident individuals, who lead healthy and happy lives. Our core values of kindness, respect and trust influence the actions and decisions made by the entire school community.

Through an enriched and bespoke curriculum that utilises the local and wider community, pupils will be ambitious with high aspirations for themselves and others. Pupils appreciate and celebrate the school's diverse community, demonstrating spiritual, moral and cultural awareness and understanding.

They will be well-prepared for the world of work, through the acquisition of the knowledge and skills necessary to become fully literate and numerate. Pupils will be active enquirers, who possess the creativity and ability to think critically to solve problems and make connections in an ever-changing world. With a growth mindset, pupils are prepared to take risks. They see mistakes as a learning opportunity and challenge as an enjoyable struggle.

As emotionally intelligent individuals, pupils will have an understanding of their own and others' needs, that will equip them to take responsibilities and lead at a local, national and global level.

Through the teaching of mathematics at Primet, we will encourage the pupils to become resilient and confident learners who understand that we learn from our mistakes. The curriculum has been designed to develop the knowledge and skills in a progressive programme that allow children to work mathematically. Pupils will use concrete resources, pictorial representations and abstract thinking to develop basic mathematical skills to prepare the pupils for the world of work by becoming fully numerate. They will be encouraged to learn

from first-hand experiences and solve problems in a variety of contexts to prepare pupils for problems they may face in the real world. By working independently, in group and whole situations, pupil will learn to respect the ideas of others and show kindness with turn taking and sharing resources. Children understand, enjoy and are curious about what they are learning and develop an enthusiasm for Mathematics .

Aims

Whilst developing their understanding of mathematics through a process of enquiry and exploration, we aim for all children at Primet to:

- have a positive attitude towards mathematics and to investigate and appreciate the relationships which exist within the different aspects of the subject
- develop competence and confidence in mathematical knowledge, concepts and skills and to be extended in each area of maths in order to reach their full potential.
- develop an ability to solve problems, to reason, to think logically and to work systematically and accurately.
- develop initiative and an ability to work both independently and with others
- be able to describe, illustrate, interpret, predict and explain using mathematical language and to ask mathematical questions to improve their understanding.
- Enables them to think critically and communicate their understanding.
- become fluent in the fundamentals of mathematics and be able to apply their knowledge across the curriculum and in real life.

Procedures and Practice

Maths lessons will take place daily, along with daily arithmetic sessions. Daily arithmetic sessions comprise of the children completing 10 questions based upon end of year expectations and regular opportunities to retrieve knowledge and concepts previously taught as well as providing opportunities for pre teaching. Once a week, the children complete an arithmetic test, reasoning questions as well as times table testing from years 2 onwards.

In the EYFS, children are given the opportunity to develop their understanding of number, shape, space and measures using a combination of short formal teaching sessions, planned activities and enhanced continuous provision to provide the children with opportunities to demonstrate their learning through their play. Planning is structured using the sequence of learning and progression as developed by the Lancashire Education Authority Numeracy team.

Pupils follow the Red Rose Maths Curriculum, developed by the Lancashire Maths Team, which supports a mastery approach to learning. Within this framework, teachers adapt lessons as needed to meet the diverse needs of their pupils. The curriculum provides ample opportunities for oracy, encouraging pupils to articulate their thinking during maths lessons. Staff use question stems strategically to promote mathematical reasoning and deepen understanding.

We aim, through our teaching and learning, that the children will become competent 'counters' so that their fluency with the number system provides a foundation for mathematical understanding. Counting forwards and backwards in many different sized steps as well as from different starting points and end points is essential.

At Primet Primary School we use a mastery approach to the teaching of Maths. Learning builds from a concrete understanding of concepts where pupils manipulate objects. When the children can see concepts this way, they then move on to use pictorial representations. Once children are secure with concrete and pictorial representations they can move on to abstract representations. This approach can be viewed within our concrete, pictorial and abstract calculation policy.

Pupils should be encouraged to communicate their understanding of maths to clarify their thoughts and ideas. Children develop this skill by using various sentence stems to articulate their understanding.

Mental maths is of great importance, with number bonds, times table facts and calculation strategies taught and practised regularly.

Progression towards written calculations should be developed and applied consistently in each year group and is stipulated in the calculation policy.

Roles and Responsibilities

The subject leader will facilitate the development of Mathematics in the following ways:

- Monitoring teachers' planning and pupils' books
- CPD – courses / reading / research – sharing with other staff.
- Attending the math hub meetings to network with other staff and observe 'best' practice.
- Looking for, ordering and sharing good education resources (such as apps, websites, software and teacher-made resources) amongst staff.
- Sharing examples of good practice with other schools.
- Formulating the subject policy with the inclusion of the Intent statement.
- Supporting staff, especially Early Career Teachers (ECTs)
- Encouraging parents to get more involved by holding events showcasing maths in the real world and engaging them when necessary.
- Raising the profile of the subject in the whole school and community.
- Assessing teachers' knowledge and subject pedagogy. Providing professional learning to those staff who may benefit.
- Liaising with SLT to look at data, such as progress and expectations data, and ensure that progress is on track.
- Setting targets and creating an action plan.

Assessment

Assessment is used to inform future planning and to provide information about individuals throughout their time at Primet. Pupils' progress in Mathematics is assessed against the National Curriculum statements and this data will be put onto the Insight Tracker every 10 weeks. KS1 and KS2 classes will complete End of Term Maths Tests, with Year 2 and Year 6 children completing previous SATs papers. Data from the assessment will be used to quality assure ongoing teacher assessment and detailed analysis will be used by the subject lead to identify trend in knowledge gaps and subsequent training needs across the whole school and within individual year groups.

Assessment techniques will ensure that teachers assess the on-going learning process and not just the finished outcomes.

These techniques include:

- Teacher observation of pupils
- Teacher – pupil discussion and teacher questioning
- Pupil drawings, notes, models, comments and written work
- Pupil self-assessment
- Marking pupils work in line with the school's marking policy
- Summative assessment used to back up Teacher assessment
- Photographs of children engaged in mathematical activities

Monitoring and Evaluation

Monitoring is carried out by the subject leader in the following ways:

- Informal discussion with staff and pupils.
- Observation of displays.
- Collection of planning.
- Looking at individuals' work.
- Learning walks.
- Data analysis using Insight Tracker

Appendices –

A - progression overview of the strands within the subject

B – Calculation Policy

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