Woodstock CE Primary

Hand in hand we...
Love | Learn | Flourish

Policy for:

Mathematics

		Date
Reviewed by:	Maths Leads	September 2025
Authorised by:	C&P	Autumn 2025
Date for next review: (or earlier should legislation require it)	Autumn 2026	

Change Log	

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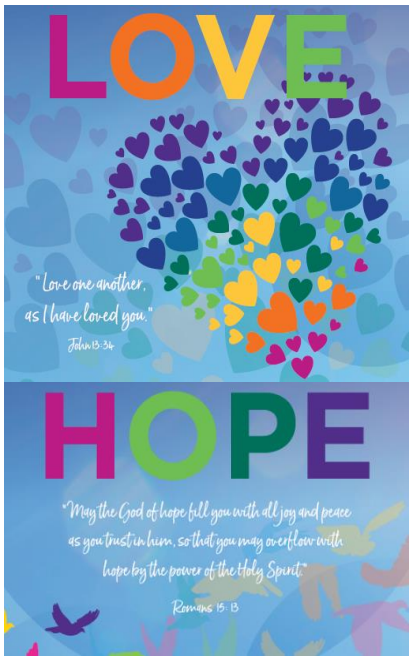
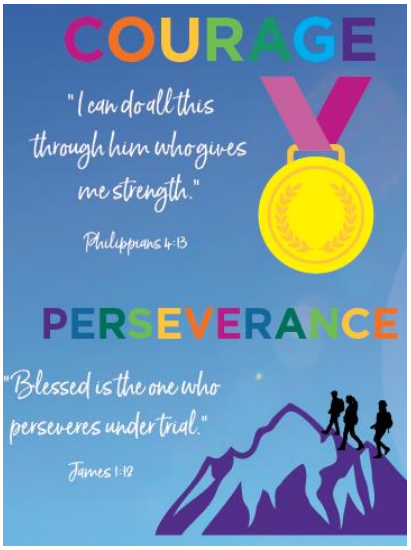
Our Christian Vision & Values

Our Christian vision states that we:
Clear a path for a lifelong journey of exploration and growth, through an innovative and challenging curriculum, inspiring all in our community to be courageous advocates and global citizens. Everyone can find their light and shine it brightly. Hand in hand, we love, learn and flourish together.

'In the same way, let your light shine before others, so that they may see your good works and give glory to your Father who is in heaven.' 'Let your light shine' Matthew 5:16

Our core Christian values allow us to deliver the Christian vision:





Mathematics Policy

Introduction

As well as being a subject in its own right, Mathematics is an essential skill that needs to be taught effectively. Mathematics helps children to make sense of the world around them through developing their ability to calculate, to reason and to solve problems. It enables children to understand and appreciate relationships and pattern in both number and space in their everyday lives. Through their growing knowledge and understanding, children learn to appreciate the contribution made by many cultures to the development and application of mathematics. Our school teaches Mathematics using the Mastery approach as laid out by the National Centre For Excellence In The Teaching Of Mathematics (NCETM).

Rationale

- To establish an entitlement for all pupils
- To provide a clear and agreed framework for the teaching of Mathematics in our school
- To promote continuity and coherence across the school

Purpose

- To provide a framework to enable teachers to meet their statutory obligations with regards to the teaching of mathematics.
- To provide a consistent approach throughout the school to mathematics.
- To foster effective learning by suggesting appropriate ways of organising mathematics experiences in the classroom.
- To provide procedures for planning and record keeping ensuring continuity and progression throughout the school
- To meet the National Curriculum requirements

Aims

At Woodstock CE Primary School we aim to:

- Develop a positive attitude to maths as an interesting and attractive subject in which all children gain some success and pleasure.
- Develop mathematical understanding through systematic direct teaching of appropriate learning objectives.
- Encourage the effective use of maths as a tool in a wide range of activities within school and, subsequently, adult life.
- Develop children's ability to express themselves fluently, to talk about the subject with assurance, using correct mathematical language and vocabulary.
- Develop an appreciation of relationships within maths.
- Develop ability to think clearly and logically with independence of thought and flexibility of mind.
- Develop an appreciation of creative aspects of maths and awareness of its aesthetic appeal.
- Develop mathematical skills and knowledge and quick recall of basic facts in line with recommendations.

Teaching and Learning in Mathematics

Curriculum Time

To provide adequate time for developing numeracy skills each class teacher will provide at least five daily mathematics lessons per week. This may vary in length but will usually last for about 60 to 75 minutes.

Additional mathematics may be taught within other subject lessons when appropriate.

Teachers of the Reception children base their teaching on objectives in the Framework for Reception; this ensures that they are working towards the 'Early Learning Goals for Mathematical Development'. Towards the end of Reception teachers aim to draw the elements of a daily mathematics lesson together so that by the time children move into Year 1 they are familiar with the 60-minute lesson.

Mastery Approach

Mathematics teaching in the school is based on the 'five big ideas' of mastery: coherence, representation and structure, mathematical thinking, fluency and variation. Mathematics lessons follow a sequence of small steps aimed at building a deep and long-term understanding of key concepts. Underpinning this is the ability to carry out calculations and an automaticity with number facts and times tables, thereby freeing up working memory for harder concepts. The approach involves whole class interactive teaching, ensuring that all children have a secure grasp of the concepts before moving on, with challenges and deeper questions built into the learning at every stage. There is an emphasis on precise mathematical language, with oracy strategies built into planning. The approach involves high expectations for all and the aim that no child is left behind. Representations move from concrete to pictorial to abstract and support is targeted to address gaps and misconceptions. To support this approach, we use the NCETM Curriculum Prioritisation Materials for lesson planning.

Teaching and Learning Style

The school uses a variety of teaching styles to cater for the variety of learning styles of pupils in mathematics lessons. Our principle aim is to develop children's knowledge, skills and understanding in mathematics. We do this through a daily lesson which includes whole-class and group direct teaching. During these lessons we encourage children to ask as well as answer mathematical questions. They have the opportunity to use a wide range of resources such as number lines, number squares, digit cards and small apparatus to support their work. Mathematical dictionaries are available in classrooms. Children use ICT in mathematics lessons where it will enhance their learning, as in modelling ideas and methods.

In all classes there are children of differing mathematical ability. We recognise this fact and provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies – in some lessons through differentiated group work and in other lessons by organising the children to work in pairs on open-ended problems or games.

Mental and Written Calculations

An ability to calculate mentally lies at the heart of numeracy; therefore, it is important to emphasise mental methods from the early years. Written methods are also important at this stage; however, starting from the mental calculations will enhance imagery and the mathematical thought process. Both mental calculations and written calculations are taught in accordance with the policies.

Mathematics Curriculum Planning

Mathematics is a core subject in the National Curriculum, and we use the Primary Framework as the basis for implementing the statutory requirements of the programme of study for Mathematics.
We carry out the curriculum planning in Mathematics in three phases (long-term, medium-term and short-term). The Primary Strategy Framework gives a detailed outline of what we teach in the long term, while our three termly teaching programmes identify the key objectives in Mathematics that we teach in each year.

Our medium-term Mathematics plans, are adopted from the Framework and give details of the main teaching objectives for each term, define what we teach. They ensure an appropriate balance and distribution of work across each term. These plans are reviewed by the subject leader.
It is the class teacher who completes the weekly plans for the teaching of Mathematics.

These weekly plans list the specific learning objectives for each lesson and give details of how the lessons are to be taught. The class teacher keeps these individual plans, and the class teacher and subject leader often discuss them on an informal basis.
Every class teacher will spend dedicated time with his/her TA to discuss the weekly plans in advance of the lessons.

Assessment and Recording

At Woodstock CE Primary School we recognise that Assessment for Learning (AfL) lies at the heart of promoting learning and in raising standards of attainment. We further recognise that effective AfL depends crucially on actually using the information gained.

The assessment procedures within our school encompass:

- Short-term assessment will be an informal part of every lesson. The teacher will share the objectives for the lesson with the children and make sure they are clear what is being expected of them to successfully achieve the objective. This is a necessary part of assessment for learning and helps the children take ownership for their own learning. The short term assessment will also involve the teacher checking the children's understanding at the end of the session to inform future planning and lessons. At the end of the lesson the children will self and/or peer assess their work to further inform the teachers and their own understanding of what they have understood.
- Using knowledge of pupils drawn from on-going pupil tracking records and key objectives records to guide our planning and teaching.
- Adjusting planning and teaching within units in response to pupils' performance.
- Use of information gained from statutory and optional tests. Analysis is done at both a quantitative and qualitative level. Information gained is used to set focused curricular targets (what to teach) and also to determine which strategies or methods are particularly effective in respect of specific areas of mathematics (the how and why).
- Work in mathematics can generate a great deal of marking and it is recognised that it is not always necessary to mark every piece of work. The children can sometimes mark exercises with support and guidance from the teacher.

In addition, at the beginning of every block and unit children will receive a knowledge organiser that outlines the main objectives that will be covered. At the end of the block unit children will reflect on their learning.

There are three connected levels of assessment. These include:

Long Term	- End of Key Stage SATs and Teacher Assessment
	- Optional SATs
	- EYFS Profile
Records	- End of Term Assessment Data (PUMA scores and Teacher Assessment)
Medium Term	- Assessment of Termly Objectives
Records	- Medium Term planning sheets detailing assessment opportunities
	- EHCPs
	- Individual Records for Pupil Profiles
	- Teachers' assessments for each block
Short Term	- Informal assessments on a daily basis used to support planning
Records	- Written feedback on children's work using close the gap marking
	- Pupils' self-reflection of lesson objectives and units of work

Termly Assessment

Children's attainment and progress towards targets is formally monitored in November, March and June using the PUMA (Progress and Understanding In Mathematics) assessment scheme. The results of these tests will be recorded and progress towards the children's individual targets reported to the Head teacher and the Maths Lead. Each phase

will produce a Pupil Progress Document for Mathematics, detailing children either not meeting Age Related Expectations, exceeding these, or not meeting their individual targets. Any children whose progress may be a cause for concern will then be discussed and appropriate intervention/support agreed. Targets may also be adjusted if children have made better than expected progress to ensure appropriate challenge for all. In addition, teachers will complete formative assessment throughout the terms to inform their own planning. The Pupil Progress Document will be used to record and report termly assessments scores, and to inform monitoring conversations between the class teacher and Head teacher at the end of every long term.

Recording of Work

There are occasions when it is not necessary to record mathematics in a permanent form, but there are also occasions when it is both quick and convenient to carry out written calculations. It is also important to record aspects of mathematical investigations. Children are taught a variety of methods for recording their work and they are encouraged and helped to use the most appropriate and convenient method of recording.

Children are encouraged to use mental strategies before resorting to a written algorithm.

Recording work may involve children making rough jottings first followed by recording actual answers for the teacher's attention. All children are encouraged to work tidily and neatly when recording their actual answers but jottings may take any form and are important evidence for the teacher.

Meeting the needs of all children

The use of the mastery approach in teaching broadly ensures that all children keep up with the learning and no child is left behind, as the sequence of learning follows small steps and does not move on until all children have mastered that objective. An appropriate level of challenge for all is built into each lesson to ensure that all learners are stretched and given the opportunity to solve reasoning and problem-solving questions. Extra challenges such as the problem-solving resources and investigations from NRICH (University of Cambridge) website nrich.org are embedded into the scheme of learning. Tasks that are 'high ceiling and low threshold' will ensure that all children are able to participate in these activities.

Children that have been identified through assessments as not meeting Age Related Expectations will be offered morning booster sessions in addition to lessons. These will include recapping key topics and skills as well as pre-teaching where appropriate.

Children in Year 6 will receive extra 'booster groups' at all levels to ensure that they are reaching their potential.

Within the daily mathematics lesson, teachers aim to provide activities to support children who find mathematics challenging. Children with SEND who struggle with Mathematics are taught within the daily mathematics lesson and are encouraged to take part when and where possible.

Where applicable, children's SEND Profiles incorporate suitable objectives from the National Curriculum and teachers keep these objectives in mind when planning work. When educational support staff are available to support groups or individual children they work collaboratively with the class teacher. The support teacher feeds back to the class teacher when appropriate to inform evaluations, assessment and future planning.

SEND children also have the opportunity throughout the year to take part in appropriate Intervention programmes that support them further, fill in any gaps in their understanding and enable them to reach their full potential.

Resources

All classes have a Maths resource area within the classroom that is easily accessible to all children. This will contain concrete resources such as multilink, Dienes' blocks and Numicon. These can be supplemented by more specialised resources that are stored centrally in the Maths cupboard, to be accessed when required.

Information and Communication Technology

ICT is used in various ways to support teaching and motivate children's learning. ICT involves the computer, calculator, and audio-visual aids. These technologies will however only be used in the daily mathematics lesson when it is the most efficient and effective way of meeting the lesson objective. Learning platforms such as Mathletics and Times Table Rockstars will be used as a home learning tool for consolidation and to improve fluency.

Spiritual, Moral, Social and Cultural Development

The teaching of mathematics supports the social development of children through collaborative learning. Children are often grouped so that they can work together and they are given a chance to discuss their ideas and results. The study of famous mathematicians around the world and historical methods of the number system and calculating, contributes to the cultural development of our children. Mathematics contributes to children's spiritual development - children can find shapes and pattern in nature. They can see the order, logic and pattern that numbers offer. Opportunities for moral development are also offered – children are encouraged to discover how logical reasoning can be used to consider the consequences of particular decisions and the value of mathematical truth.

MANAGEMENT OF MATHEMATICS

Role of the Subject Co-ordinator

- Ensure progression in attainment from all year groups
- Monitor planning, teaching and assessment
- Teach demonstration lessons when appropriate
- Ensure teachers are familiar with the framework and help them to plan lessons
- Lead by example in the way they teach in their own classroom
- Prepare, organise and lead INSET, with the support of the Headteacher
- Work co-operatively with the SENCO
- Observe colleagues, when appropriate, with a view to identifying the support they need
- Purchase mathematical equipment that will raise attainment;
- Attend INSET provided by LA mathematics consultants and feedback important information to staff
- Analyse children's test results to measure attainment and improve mathematics within the school
- Inform and support parents
- Conduct an annual review of mathematics and the production of a report for the governors

Role of the Curriculum Committee

- Visit the school regularly to talk with the teachers and when possible, observe some of the daily mathematics lessons
- Report back to the Curriculum Committee on a regular basis
- Attend any relevant inset or training

Role of the Head Teacher

- Lead, manage and monitor the implementation of the framework, including monitoring teaching plans and the quality of teaching in the classrooms.
- Ensure that mathematics retains a high profile in the school's development work
- Deploy support staff to maximise support for the framework.

Monitoring and Evaluation

All teachers are responsible for monitoring standards but the subject leads, under the direction of the Head Teacher takes the lead in this.

Monitoring activities are planned across the year. In summary these are:

- Monitoring of class teachers' medium-term plans for maths by the Maths Leads and Head Teacher. Individual teacher feedback provided by the Co-ordinator.
- Monitoring of teaching and learning taking the form of lesson observations, learning walks, book trawls and pupil interviews.
- Subject co-ordinator and Head Teacher to monitor results of Record of Achievement in Mathematics documents, Statutory Assessments, and termly assessment data
- SENCO and Maths Co-ordinator to monitor progress of children on the SEND Register and agree support/interventions.
- Preparation of an end-of-year report for the governors by Maths Co-ordinator
- Monitoring evidence to inform the School Raising Achievement Plan (RAP)
- Head teacher to monitor annual reports to parents

Agreement and Review

The staff and Governing Body agreed the Mathematics Policy in Autumn Term 2025. It is important to know that our policy is working effectively and the extent to which it is having a positive impact on raising standards in mathematics. This policy is therefore reviewed every 3 years in-line with the school's policy review programme. The Maths Leaders are responsible for reviewing the policy in liaison with the Head Teacher, and for reporting to the Governor's Curriculum Committee about the quality of its implementation and its impact on standards.

Sarah Asque and Helen Christie
Mathematics Leads