

Mathematics Policy



Our rationale for teaching mathematics:

Mathematics equips pupils with a powerful set of tools to understand and change the world. These tools include logical reasoning, problem solving skills and the ability to think in abstract ways. Mathematics is important in everyday life and we want to ensure our children develop a positive and enthusiastic attitude towards mathematics that will stay with them throughout their lives. The Early Years Foundation Stage Document and the National Curriculum Programme of Study for Mathematics describes in detail what pupils must learn in each year group and used together with our year group Number Facts Booklets and Tough Ten daily challenge in Year 1 to Year 6 we aim to provide progression and achievement for all across the primary school. Through use of appropriate equipment, opportunities for investigating mathematical ideas, discussions and opportunities to practise skills we hope our children will become confident mathematicians.

Our aims in teaching mathematics:

Mathematics is widely used in society, both in everyday situations and in the world of work. It can be used to represent or communicate ideas, to predict, explain or to verify. It is vital that a positive attitude towards mathematics is encouraged amongst all of our pupils in order to foster confidence and achievement in a skill that is essential in our society.

Our pupils should:

acquire sound mathematical concepts through concrete experiences

have a sound sense of the size of a number and where it fits into the number system

know by heart number facts such as number bonds, multiplication tables, doubles and halves

use what they know by heart to figure out calculations mentally

calculate accurately and efficiently both mentally and in writing

draw on a range of calculation strategies

explain their methods and reasoning using correct mathematical vocabulary

develop at their own rate

have plenty of opportunities to apply what they have learnt

How mathematics is taught throughout the school

Mathematics is a specific area within Early Years which focuses on Number and Shape, Space and Measure. It is a core subject within Key Stage One and Two and The National Curriculum Programme of Study for Mathematics describes in detail what pupils must learn in each year group. The Early Years staff use the Development Matters document as a guide to observe, plan, assess and review the mathematical learning for all children. The Lancashire Medium Term Planning Document is used by Key Stage One and Two staff to help with their weekly planning and to ensure

a progressive learning journey for all children as they move through school. Lessons should be differentiated appropriately. In addition, staff refer to the Number Facts Booklet for their year group to ensure children have the opportunity to practise the number facts needed. There should be opportunities for counting and practising quick recall of number facts within every lesson. Practical equipment should be readily available for children to use when they feel they need it. Use of the 'Do you know?' year group teaching tins should ensure children have chance to revisit learning regularly. Use of the 'Maths Reasoning' year group teaching tins should provide opportunities for reasoning and problem solving.

We teach using the Red Rose Mastery Maths is a comprehensive scheme offering full coverage of the National Curriculum and Early Years Framework from EYFS to Year 5. Built on the NCETM's Five Big Ideas of Teaching for Mastery, the core ethos of the scheme is to develop children's mathematical understanding through carefully crafted modelling and questioning and children actively thinking and learning.

Unlike most other schemes, Red Rose Mastery Maths uses a spiral curriculum approach which reduces cognitive load, supports retention and enables children to make connections across the different strands of mathematics. Objectives broken down into smaller steps of progression and revisited and built on throughout the year.

In Reception, the scheme includes:

- key skills practice opportunities
- detailed daily adult led session notes
- weekly continuous provision enhancements
- numeral formation illustrations and phrases
- content to ensure children are KS1 ready

In Years 1 to 5, the scheme includes:

- a detailed lesson plan with inbuilt subject knowledge and opportunities for scaffold and extension to support adaptive teaching
- an interactive teaching tool to put the teacher in control of the modelling
- reasoning and problem solving integrated into every lesson
- children's task sheets which include variation (can be purchased as printed workbooks)
- deeper learning task to extend children working at greater depth
- starter task built in to support retention and develop mathematical fluency
- half termly learning checks and end of term arithmetic and reasoning assessments which mirror the style of the end of key stage tests

Assessment in mathematics

There is continuous assessment of children's work, much of which is informal. This assessment is used to inform future teaching and identify when intervention is needed. Children's progress is identified using the half termly learning checks and end of term arithmetic and reasoning assessments which mirror the style of the end of key stage tests. Previous KS2 SATS mathematics papers are used to assess in Year 6.

In September, Reception children will complete a baseline assessment.

Equal opportunities in mathematics

Mathematics is taught within the guidelines of the school's equal opportunities policy. We ensure that all our children have the opportunity to gain mathematical knowledge regardless of gender, race, class, physical or intellectual ability. We recognise the particular importance of first-hand experience and use of practical equipment for motivating children with learning difficulties. We try to ask challenging questions and encourage original thinking.

Role of the Subject Leader

to ensure teachers understand the requirements of the Early Years Curriculum and the National Curriculum and support and offer advice on issues related to the subject

to provide efficient resource management for the subject

to lead by example by setting high standards in their own teaching

to observe colleagues from time to time with a view to identifying the support they need

C Roscoe - September 2026