CHINLEY PRIMARY SCHOOL

MATHEMATICS POLICY

INTRODUCTION

This policy outlines the teaching, organisation and management of mathematics taught and learnt at Chinley Primary School. It gives a framework within which all staff work and give guidance on planning, teaching and assessment. The policy is intended to be read in conjunction with the 2014 National Curriculum programme of study which gives details of what pupils in different age ranges should learn and the Early Years (EYFS) document 'Development Matters'.

AUDIENCE

This policy document, having been presented to and agreed upon by the whole staff and the governing body, is available to all teachers. Further copies of the policy are available from the school office and the policy is published on the school website www.chinley.derbyshire.sch.uk .

AIMS

At Chinley Primary we recognise that mathematics is an important life skill, as well as a fundamental to the many career pathways. Therefore, it is our intent to provide high quality mathematical education which will ensure children move to the next phase of their education being numerate, confident, and well-equipped.

We aim to develop lively, enquiring minds encouraging pupils to become self-motivated, confident, and capable in order to solve problems that will become an integral part of their future.

The National Curriculum for mathematics aims to ensure that all pupils:
• become **fluent** in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils have conceptual understanding and can recall and apply their knowledge rapidly and accurately to problems.

• **reason mathematically** by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language.

• can **solve problems** by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

Through quality first teaching, we aim to instil a positive attitude towards mathematics and an awareness of the fascination of mathematics:
• to be able to understand and communicate mathematics
• to be able to use and apply mathematics across the curriculum and in real life
• to be taught well and be given the opportunity to learn in ways that maximise the chances of success.

CURRICULUM AND SCHOOL ORGANISATION

With maths being an interconnected subject, children not only need to make connections and links between mathematical concepts but they need to be provided with concrete experiences of using maths outside of the maths lesson. Throughout the whole school curriculum, opportunities to extend and promote mathematics should be sought. Nevertheless, the prime focus should be on ensuring *mathematical progress* delivered discretely or otherwise. We use a spiral progression where the children revisit the same mathematical concepts which gradually builds in challenge to develop understanding through fluency, reasoning and problem solving.

EARLY YEARS

The programme of study for the Foundation stage is set out in the EYFS Framework. Mathematics involves providing children with opportunities to develop and improve their skills in counting, understanding, and using numbers, calculating simple addition and subtraction problems, and describing shape, spaces, and measures.

In Nursery, mathematics provision follows elements of both White Rose Maths and Master the Curriculum. These approaches align closely and often follow the White Rose small steps progression. Learning focuses on securing strong foundational mathematical understanding through play, exploration, reasoning and fluency. Key areas include subitising, number recognition (within 1–5), sorting, pattern making and early comparison of quantity and measure. Children develop these concepts through practical experiences using concrete manipulatives, structured play opportunities and adult-guided mathematical talk.

In Reception, White Rose Maths is used as the main scheme of learning to ensure consistency and a clear progression of mathematical concepts into Key Stage 1 and beyond.

KEY STAGES 1 AND 2

The Programmes of study for mathematics are set out year by year for Key Stages 1 and 2 in the new National Curriculum (2014). The programmes of study are organised in a distinct sequence and structured into separate domains. Pupils should make connections across mathematical ideas to develop fluency, mathematical reasoning, and competence in solving increasingly sophisticated problems. By the end of each key stage, pupils are expected to know, apply, and understand the matters, skills and processes specified in the relevant programme of study.

CLASS ORGANISATION AND TEACHING STYLE

The curriculum is delivered by class teachers. Teaching of Maths should include a range of styles to address the needs of all children and when students are introduced to a key new concept, they should have the opportunity to build competency by developing a progressive concrete-pictorial-abstract approach (see Calculations Policy for examples). Planning is based upon the National Curriculum (2014).

White Rose Maths is used as the core scheme of learning from Reception through to Year 6. This ensures a consistent approach to teaching mathematics across the school and provides clear progression in mathematical knowledge, skills and representations as pupils move through each year group.

White Rose schemes of learning cover the medium-term plans and subsequently weekly planning. Class teachers are responsible for the relevant provision of their own classes and individually develop weekly plans which give details of learning objectives and appropriate challenge activities for children who are working at greater depth. Although planned in advance, they are adjusted on a daily basis to better suit the arising needs of a class and individual pupils.

Pupils with special educational needs and individual education plans are taught in class within the daily mathematics lessons or following whole class input in small groups, where children work with a teaching

assistant. There are other small group and 1:1 intervention which take place under the supervision of the SENDCo linked with individual support plans (ISP)

We aim to provide same day (or next morning) intervention support sessions for any children who we feel need it to address any misconceptions from the previous learning activity. Decisions for any further interventions are made using our whole school tracking system and will involve the class teacher; the maths co-ordinator, the SENCO, Headteacher and parents.

Within any one class, children are given the opportunity to work as a whole class, individually and as part of mixed ability groups. The choice of class organisation will be determined by the learning task or activity and the resources being used.

MATHEMATICAL ORACY AND VOCABULARY

Across the school, we place a strong emphasis on mathematical oracy. Teachers deliberately model and promote the use of precise mathematical vocabulary and provide structured opportunities for pupils to explain their thinking, justify their reasoning and engage in mathematical discussion. Sentence stems, reasoning prompts and partner talk are used to support pupils in articulating their ideas clearly. Developing pupils' confidence in speaking mathematically helps deepen conceptual understanding and supports reasoning and problem solving.

RESOURCES

We use the White Rose schemes of learning as our main planning and teaching resource. Manipulatives, when used as a cognitive tool can expand the learning process, promoting both the children's chances of retaining information and their self-evaluation of their learning. The use of any manipulative can also promote a student to have a positive attitude toward mathematics. We believe that, when used correctly, resources provide a concrete, hands-on experience, which focus attention and overall increase motivation.

ASSESSMENT

Assessment is regarded as an integral part of teaching and learning and is a continuous, daily process. It is the responsibility of the class teacher to assess all pupils in their class. This is mainly achieved through mini-plenaries, questioning, marking, support staff feedback and pupil self-assessment. Children will be regularly set appropriate assessment questions, taken from past test papers, to extend their progress through our purple pen marking policy. This can also be a consolidation process which is decided either by the class teacher or the child.

In line with our 'no more written marking' approach to marking and feedback in maths; teachers and support staff complete Red, Amber and Green (RAG) sheets after each learning activity to identify any pupils who need same day intervention or further support.

In addition to the assessment opportunities that are continuous, teachers are required to provide a termly tracker to provide consistent assessment and monitor pupil progress.

We use NFER assessment tests in Years 1, 2, 3, 4 and 5 with Year 6 using end of Key Stage 2 SAT assessments. These are undertaken at three points in the year – the end of the autumn, spring (2025 only) and summer terms. Outcomes are reported to governors and used to hold leaders to account as well as a tool to assess where intervention should be targeted.

Subject leaders and SENCO will monitor any children whose progress is not as expected. Those children will be monitored closely with the class teacher and efforts will be implemented to improve progress regardless of ability or previous attainment.

EVALUATION

The Curriculum leader, alongside the Head teacher and school governors, are responsible for monitoring and evaluating curriculum progress. This is done through book scrutiny, planning scrutiny, lesson observations, pupil interviews, staff discussions and learning walks.

Reviewed by Clare Taylor Agreed by Governing Body Curriculum Committee: CC09/210926a

Next review: June 2029