Eden Academy Trust
Maths Policy

Stranton Primary School
2026-27

Eden
Academy Trust
Together for better

Person Responsible: Mr Smith
Date for next review: September 2027

Introduction

This policy statement outlines the purpose, nature and management of the mathematics taught and learned in the school. The implementation of this policy is the responsibility of all teaching staff and should be overseen and monitored by the co-ordinator and headteacher.

Subject Definition

Mathematics is a way of communicating. It is a language through which ideas can be explained, explored and developed, and one through which relationships can be expressed, hypothesis made and tested and pattern identified.

Mathematics is a proficiency that involves confidence and competence with numbers and measures. It requires an understanding of the number system, a repertoire of computational skills and an inclination and ability to solve number problems in a variety of contexts. Mathematics also demands practical understanding of the ways in which information is gathered by counting and measuring, and is presented in graphs, diagrams, charts and tables.

Aims

Our aims in teaching mathematics are that all children will:

- Become numerate and tackle mathematical problems with confidence
- Develop the skills which are needed to meet the demands of adult life
- Develop the ability to think logically and clearly
- Use mathematical language effectively and confidently
- Develop positive attitudes to mathematics, recognising that mathematics can be both useful and enjoyable
- Be able to use and apply the skills in other curricular areas.

The Mathematics Curriculum

Mathematics is a core subject of the National Curriculum. The knowledge, skills and understanding are set out in the "Mathematics Programmes of Study". The programmes of study set out what pupils should be taught and the attainment targets set out the expected standards of pupils' performance.

EYFS and KS1 are continuing with the programme called 'Mastering Number', supported by the NCETM. This will slightly amend the way in which number is taught in the lower end of the school and will mean that children will access 'Mastering Number' and staff will use Ready to Progress criteria, as well as a normal maths lesson.

Monitoring and Evaluation

Monitoring and evaluation will be carried out by:

- Head teacher: Mr Nottingham & Head of School: Mrs Grant
- Mathematics Lead, SLE and Trust Lead: Mr Smith

This exercise will entail:

- Scrutiny of books (informally and formally) and planning (if necessary)
- Classroom observations and feedback

- Reviewing children's work
- Analysis of test data and papers
- Monitoring of assessment and record-keeping, marking and feedback
- At least 1 staff meeting each term will be devoted to discussion of the teaching and learning of mathematics

Organisation of Teaching and Learning

The Early Learning Goals have been adopted for children at the foundation stage. At this stage pupils experience mathematics on a daily basis. This early introduction to mathematics will generally be undertaken orally and often in the context of a class theme, e.g. a particular story. Wherever possible, opportunities for mathematics are exploited such as when taking the register.

In key stages 1 and 2, every child takes part in 4 maths lessons per week. All lessons will follow the same structure to ensure consistency across school. Years 2-6 will follow White Rose Education curriculum structure. Year 1 will begin with NCETM curriculum prioritisation before aligning with White Rose Education, ready for Year 2.

Key changes in the last academic year…

- Children will be given a maths book in Y1 only to record their mathematical knowledge once they have developed a basic understanding of number and place value.
- Year groups will follow White Rose suggested teaching order for units and unit length. Number and Place Value will be the first unit taught in each year.
- Children will complete entry/exits tests on all units .
- A maths lesson will consist of the following structure:

    - Number Knowledge consisting of low stakes testing activities or recap (5 mins)
    - Daily Count (2 mins)
    - Daily Arithmetic - children to complete a calculation of each operation (5 mins)
    - Teaching input
    - Tasks (when ready)

- All KS2 children will complete TTRS every day for 15 mins.
- Teachers to provide one set of activities which show procedural variation
- Teachers will scaffold or adapt tasks for SEND, if necessary. This usually will involve providing the foundations and scaffolds to keep children in line with age-related expectations.

Environment

The school aims to provide a mathematically stimulating environment:

- Through displays that promote mathematical thinking and discussion (every class is given guidance on displays so that KS1 and KS2 classrooms will all have the same style maths displays)
- Through displays of pupils' work that celebrate achievement
- By providing a good range of resources for teacher and pupil use

In every classroom, resources such as number lines, hundred square, place value charts, multiplication squares and methods appropriate to year group (KS2 only) are displayed as appropriate and used as resources for whole class or individual work, for children to become confident in their use and understanding of the number system. We will also have a 'Maths Working Wall' dedicated to updated Maths being learned in each classroom.

Times Tables

Each class in KS2 uses 'TTRS' to measure progress in times tables. Baseline assessments are carried out and KS1 classes can also access TTRS when ready. Children in KS2 will complete TTRS every day for 15 minutes. A variety of TTRS competitions are set across the year to encourage the children to access TTRS from home, including 'Intra-Trust Battles' termly.

Curriculum Planning

Teachers use White Rose curriculum small steps from the year group they are teaching to plan lessons suited to the needs of the class. Teachers' planning ensures that the yearly teaching programme/s for the age group/s in the class is/are taught. Year 1 will begin by following the NCETM curriculum prioritisation document to embed number sense within 100 and other key number operations before transposing to White Rose when ready. Initial number work won't be recorded in books until children are deemed ready for this step.

Entry and exit tests have been created for all areas of maths in each year group. Children will complete an 'Entry test' from the year below to identify what has been retained and any gaps that may need addressing. Teachers should use their recap sessions to address any prior misconceptions. At the end of the unit, an 'Exit test' from the current year group will show what knowledge has been retained. Scores from the entry and exit tests are recorded and saved on the school network.

Termly planning

- Teachers teaching the same year group plan and evaluate together
- Teachers must use White Rose teaching order for their units and to provide guidance on length per unit.
- Teachers should administer the 'Entry' test before teaching the unit and the 'Exit' test once the unit has been covered. Scores must be recorded on the shared drive.
- Inwardly mobile children should sit the NPV entry test most appropriate for them when they arrive in our school to identify an appropriate starting point.

Weekly planning

- Staff plan their daily maths lessons using the given template to ensure consistency.
- Teachers within the same year group plan and evaluate together during weekly directed time.
- Teachers make amendments to plans according to their assessments of pupil progress.

Differentiation

We follow a mastery approach to mathematics, meaning all children are encouraged and supported to keep up with age expectaitons. Teachers plan a set of core activities (involving a variety of fluency, reasoning and problem solving questions). Children who require more support will be provided with:

- scaffolds
- Concrete or pictoral manipulatives (e.g. place value chart, counters, hundred square)
- Small group instruction

Children with a sound understanding will be stretched with:

- Extension activities
- Targeted questioning
- Open questions with a range of solutions

Special Educational Needs (monitored by SENDCO & Mathematics coordinator)

- All pupils take part in the daily mathematics lesson.
- Teachers plan lessons so that all pupils can be included and can make progress in the lesson.
- In oral work teachers plan a range of differentiated questions, with some targeted at specific pupils.
- Teachers also ask open questions that allow all children to take part.
- Teachers use a wide range of visual resources to illuminate meaning.
- During whole class teaching, discreet help is given to particular children by teaching assistants where available
- During activities, children are supported by teaching assistants where available.

Intervention programmes

All children from Year 2 to Year 6 access TTRS. Y6 HLTA's use a bespoke intervention programme to ensure they are well prepared for the KS2 tests. Entry and Exit tests should also be used for intervention. SEND children should work on their own individual Maths targets, these are identified on a child's Pupil Passport/CSP.

Marking and Feedback of work

All work is marked with LO, E and P. H is optional but should be used if handwriting is a concern.

LO ~ means children need more of the same questions/sums to consolidate their learning or they need to complete corrections.

LO x means that the child didn't quite understand the mathematical concept and therefore need to complete follow up work which must be evident in maths books.

If children mark work themselves, this should be done using a sharp, dark green pencil.

ICT in the Mathematics Lesson

Teachers incorporate the use of ICT in their mathematics lessons when appropriate.

- Laptops/IPads can be used (where appropriate) during whole class work to provide a starting point as well as to demonstrate concepts and encourage problem solving.
- Times Tables Rockstars and Numbots should be used to help children who do not know their times tables or are insecure with mental number facts.

Homework

We encourage children to use TTRS and Numbots at home and the Maths lead will ensure that regular competitions enhance engagement.

Assessment/Record Keeping/Target Setting

Assessment is carried out:

- Orally through questioning
- By observation of children at work by TAs (observation books)
- Marking of children's work
- Through entry and exit tests

- By informal assessments taking place continuously and teachers' note the names of children who have exceeded/not achieved expectations, which informs future planning
- Through teachers making and recording assessment of each child's 'best fit' against the assessment level descriptions and sharing them during termly pupil progress meetings
- Summative assessments are also used across school (and the trust) as a diagnostic tool each term.

How Maths is Monitored and Evaluated

Plans are in place to monitor regularly the work of the school and to evaluate how effective the teaching and learning is in raising standards. These judgements take into account the pupils' ability on entry and their relative progress across key stages.

Annual action plans will take the above into account. Monitoring focuses on those aspects of our work which have direct relevance to pupils and their learning, namely:

- What the pupils are learning;
- Their attitudes to learning;
- The standards they attain;
- The quality of our planning and teaching.

Evaluation of this information informs strategic planning. To do this the following monitoring activities take place across the school year in line with the School's monitoring calendar.

- Looking at pupils' books
- Talking with a sample group of pupils
- Dropping into lessons
- Looking at teachers' planning – if needed
- Discussing with staff, pupils, parents and the governing body
- Analysing a range of data

Links with Other Policies

This policy is linked to:

- Calculation Policy
- SEND Policy
- Assessment Policy
- Marking and Feedback Policy

Review

This policy will be reviewed in line with the school's policy review programme. The subject leader is responsible for reporting to the governors' curriculum committee about the quality of its implementation and its impact on standards. In light of this, policy amendments may be made.

Signed

Karla Grant (Head of School):

Mrs Diana Beddow (Chair of Governors):