All Saints CE (VC) First School, Busy Bees Pre-School & Kingfisher Club

Policy on Mathematics

Date adopted: March 2026
By: Full GB
To be reviewed: March 2028

Maths Policy

Introduction

This policy statement outlines the intent, implementation and impact of mathematics taught and learnt in All Saints CE(VC) First School. The implementation of this policy is the responsibility of all teaching staff and should be overseen and monitored by the maths leader and Headteacher.

"Schools should ensure the maths curriculum is designed to help pupils to gain increasing mathematical proficiency and build confidence in their ability." (Ofsted, May 2021).

At All Saints we believe that mathematics is a tool for everyday life. It is a whole network of concepts and relationships which provide a way of viewing and making sense of the world. It is used to analyse and communicate information and ideas and to tackle a range of practical tasks and real-life problems.

Intent (Aims and Objectives)

Our aim at All Saints CE (VC) First School is for all of our children to reach their full mathematical potential during their time with us. This will be achieved through the following aims:

- To encourage a love of learning in mathematics.
- To promote high standards of achievement in mathematics.
- To develop resilience through promoting a growth mindset during Maths lessons.
- To provide opportunities for children to acquire and build mathematical language, skills, knowledge and understanding at their own rate.
- To develop clear, logical thinkers who become secure in Numeracy, through an understanding of concepts such as number, space, relationships and patterns.
- To equip children with problem solving strategies which enable them to apply mathematics to real and unfamiliar scenarios both in and out of the classroom.
- To understand the importance of mathematics within the real world and in their later life.

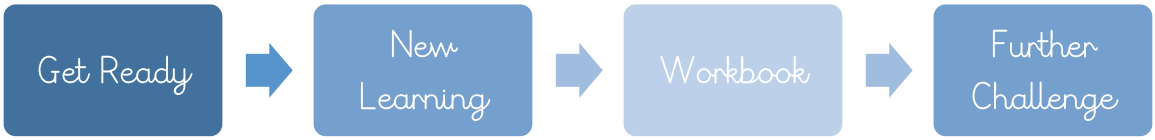
By meeting the aims set out above, the children will be able to achieve the following outcomes:

- Develop a positive and confident attitude to mathematics.
- Develop the transferable skills of independence and resilience.
- Become confident and competent in their mathematical ability.
- Become thinkers and problem solvers.
- Develop a clear understanding of the language of mathematics.
- Develop logical thinking skills enabling them to work effectively in a variety of ways.
- Develop a love of Maths.

Implementation

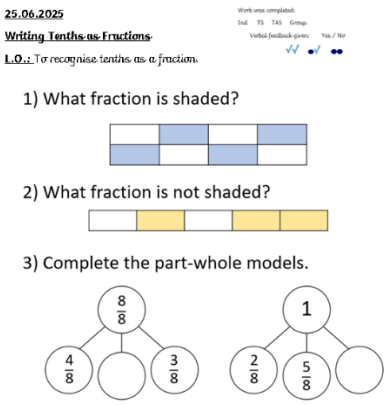
Teaching and Learning

Following the *White Rose* scheme, lessons are delivered in year groups and follow a set lesson structure:



Get Ready – The lesson begins with a series of questions, recapping prior learning/preparing the children for the new learning that lesson. Children will independently complete these questions in their Maths Journals, before going through the answers together as a class.

(Example book expectation)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Writing Tenths as Fractions

L.O.: To recognise tenths as a fraction.

1) What fraction is shaded?

2) What fraction is not shaded?

3) Complete the part-whole models.

New Learning – The children are now introduced to new learning for that lesson using the *White Rose* resources, including editable teaching slides. This new learning includes various opportunities for the children to think and share their ideas, as well as introducing key vocabulary and STEM sentences.

Workbook – The children each have a workbook with worksheets linking directly to the lesson being taught. The children should be able to have a go independently at answering the problems, but support from an adult is also available if needed.

The expectation for showing a child has achieved the learning objective for that lesson is to complete the first page independently. Any subsequent pages assigned for the lesson will show a child's deeper understanding through Mastery and Greater Depth.

Further Challenge – When children have completed their work from the workbook, or the teacher is happy with their understanding, the child will move onto further challenges within their Maths Journal.

The further challenges are used to demonstrate the skills and knowledge learned from the *White Rose* scheme by applying them to different problem-solving areas. It also encourages children to practise their mastery level thinking as the work provided requires a deeper thinking to solve it.

These challenges are provided within the White Rose resources and link directly to that lesson or topic area – this ensures a cohesive approach for the child's education but also support teacher workload.

Inclusion

Children are provided with work pitched to their ability. In most cases children should be able to access lesson material from the workbook, however if a child is not able to access this they will be provided with tasks based on the same learning objective (where possible) but that they can be successful in, for example adapting the task to make it more practical or if needed, being given completely separate tasks to meet their needs/target areas.

Children are also provided with appropriate resources depending on their stage of development? e.g. counters, cubes, 100 squares, number lines, mirrors, set squares and protractors etc.

Children with SEN are taught within the daily mathematics lesson whenever possible. Teachers and any additional support staff support groups or individual children if needed. Within the daily mathematics lesson teachers not only provide activities to support children who find mathematics difficult, but also activities that provide appropriate challenges for children who are high achievers in mathematics.

In addition to the daily lessons, children receive other opportunities to develop their Maths skills through use of:

- Mastering Number (KS1); these sessions are delivered three times, weekly as a year group, and delivered by a teaching assistant whilst the other year group receive their Maths lesson from their teacher. Mastering Number is a scheme derived by NCETM and supported by the DfE, and it supports children's understanding of arithmetic and number, which will support their learning in class.
- Numbots (Reception to Year 2); this is a game which supports the learning of number and basic arithmetic. Children each have their own character and work their way through different levels, of increasing difficulty, to complete the different stages of the storyline. Children then receive certificates on completion of each stage.
- Times Table Rockstars (Year 3 and Year 4); this platform is the same as Numbots, but instead is based around Times Table learning. The children will work to not only build their knowledge of the times tables, but also their speed and fluency within their recall. Again, children will receive certificates for achieving faster recall of answers.
- Mathletics (all children); this online platform gives children the opportunity to take part in various activities linking to all areas of Maths. Teachers can monitor what each child has done, and children will receive certificates for higher levels of engagement. This platform is also used for setting weekly online Maths homework tasks.

Assessment

Children are assessed throughout each lesson within the *Get Ready* and *New Learning* sections of the lesson, so that they can use their time most appropriately within the lesson to support children who need it. In addition to this, children who are deemed to require further support will be taken by support staff to receive 1:1 or small group interventions to assist with learning.

The *White Rose* scheme is split into units, each one focussing on a different area of the Maths curriculum e.g. Place Value or Shapes. At the end of each of these chapters, children are given the opportunity to demonstrate their new knowledge in an end of unit assessment, which recaps all their learning from that unit. Teachers will then record how each child did on a spreadsheet and can then use this as an assessment tool to support children who may require further intervention on the theme of that chapter.

In addition to the above, at the end of each term standardised tests will be completed and attainment will be tracked throughout the year. These assessments will support teacher judgements of each child, each term, when completing assessment data on Sonar Tracker.

Parental Involvement

Parents are actively encouraged to support their child(ren)'s mathematical development at home, this is done in the following ways:

- Children being set weekly Maths homework linked to the learning that has taken place that week.
- Children having access to useful websites/apps at home such as Numbots, TT Rockstars, and Mathletics.
- During parents evenings each term, class teachers provide targets for the children and communicate how parents may be able to support at home.

Impact

Monitoring

The subject of Maths is regularly monitored throughout the school year by the Headteacher and Maths Subject Leader in the following ways:

- Assessment of Termly data on *Sonar Tracker*.
- Lesson Observations.
- Book Looks.

Evaluation

The teaching and learning of Maths is evaluated against the results from on-going monitoring (listed above) to assess the impact of the *White Rose* scheme and other provision such as *Numbots TT Rockstars, Mastering Number* and *Mathletics*.

Role of Maths Subject Leader

Alongside the Headteacher, the Maths Subject Leader is responsible for:

- Ensuring good quality teaching and learning across the school in mathematics.
- Providing up to date training/support for Teachers and support staff to promote and develop the teaching and learning within the school.
- Stay up to date with research, advancements and changes within the curriculum and to ensure these are embedded within the school.
- Ensure both staff and children develop a love for Maths.