

LONG MEAD COMMUNITY PRIMARY SCHOOL POLICY



Policy name	Mathematics Policy
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Senior member of staff with oversight	Headteacher
Governor with oversight	Chair of Governors

‘A high-quality mathematics education provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject.’ (DfES 2014)

Aims

At Long Mead Community Primary School, our mathematics curriculum is based on the statutory requirements of the *National Curriculum in England: Mathematics Programme of Study for Key Stages 1 and 2* and the *Early Years Foundation Stage (EYFS)*. Our curriculum is designed to provide every child with the opportunity to develop their mathematical thinking, build fluency and confidence with key facts, and become successful problem-solvers who can apply their learning in a wide range of contexts.

We aim to develop confident, resilient and independent mathematicians who can reason, explain and justify their thinking using appropriate mathematical vocabulary. We recognise the importance of mathematical language in supporting clear communication, deepening understanding and enabling pupils to express their ideas effectively.

Through regular and varied practice, pupils develop fluency in the fundamentals of mathematics alongside secure conceptual understanding. They are encouraged to explore patterns, make connections, follow lines of enquiry and reason mathematically. Children are supported to apply their knowledge to increasingly sophisticated problems, selecting appropriate strategies, breaking problems into manageable steps and persevering in seeking solutions.

We encourage all children to develop a positive ‘can do’ attitude towards mathematics, fostering curiosity, creativity and a willingness to take appropriate risks. An inclusive learning environment ensures that all pupils are supported and challenged to achieve their full potential.

A range of models, representations, visual aids, manipulatives and practical resources are used to develop deep conceptual understanding and procedural fluency. These approaches help pupils make connections between mathematical ideas and move confidently from practical experiences to abstract concepts.

Ultimately, our mathematics curriculum equips pupils with the knowledge, skills and resilience they need to use mathematics confidently and effectively, both in school and in everyday life.

Mathematics Curriculum Planning

Our mathematics curriculum is carefully sequenced to ensure that pupils build on prior learning and develop their knowledge and understanding progressively throughout their time at Long Mead Community Primary School.

In the Early Years Foundation Stage (EYFS), mathematical learning is planned through a combination of short, focused teaching sessions and carefully structured opportunities for play, exploration and practical experiences. Children are given regular opportunities to

develop their understanding of number, numerical patterns, shape, space and measure within meaningful contexts.

In Years 1-6, we use Power Maths (White Rose Edition) to support our day-to-day curriculum planning. Learning is organised into carefully sequenced units, with new concepts building on previously taught knowledge. The Concrete, Pictorial and Abstract (CPA) approach is incorporated throughout planning, with teachers selecting appropriate models, representations, manipulatives and practical resources to support pupils' learning.

Within each unit, teachers plan opportunities for pupils to Discover, Share and Think Together. This provides a consistent structure for introducing new learning, exploring different methods and representations, and applying understanding independently.

In mixed-year-group classes, mathematics lessons are structured using a 'ping-pong' approach, with the class teacher moving between the two year groups to deliver focused teaching and introduce new learning. While the teacher works with one year group, the other pupils complete independent practice in their workbook supported by the Learning Support Assistant (LSA). The workbook activities are carefully aligned with the concepts and methods being taught by the teacher, allowing pupils to consolidate and apply their learning independently. The teacher then moves between the groups throughout the lesson to provide further instruction, questioning and support as appropriate.

Opportunities for retrieval and consolidation are incorporated into curriculum planning to revisit previously taught knowledge. These include weekly arithmetic practice, times-table activities, early morning work and targeted interventions. Times Table Rock Stars and Numbots is used to support the development and recall of multiplication and division facts through opportunities in school and at home.

Assessment is an integral part of curriculum planning. Teachers use ongoing assessment to identify pupils' starting points, misconceptions and gaps in knowledge, using this information to adapt subsequent teaching and plan targeted support where necessary. This ensures that pupils have the opportunity to secure key learning before progressing to new content.

Approaches for the Teaching and Learning of Mathematics

We teach mathematics through the five big ideas for teaching for mastery: coherence, representation and structure, variation, mathematical thinking and fluency. These principles guide classroom practice and support pupils in developing a secure and connected understanding of the mathematics they encounter.

Mathematics is taught daily, through a main mathematics lesson alongside a short additional Mastering Number session. In Years 4, 5 and 6 pupils also have a dedicated weekly arithmetic session to provide further opportunities to practise and consolidate calculation strategies.

The five big ideas are embedded throughout our teaching:

- **Coherence** - learning is broken down into manageable steps, with the teachers making links to pupils' existing knowledge and highlighting connections between mathematical ideas.
- **Representation and Structure** - teachers use carefully selected examples, models and representations to make the underlying structure of mathematics visible and support pupils in developing understanding.
- **Variation** - examples and questions are varied purposefully to draw attention to key mathematical features, encourage pupils to notice relationships and address potential misconceptions.
- **Mathematical Thinking** - pupils are encouraged to explore, make connections, explain their ideas and consider different approaches. Questioning and discussion are used to develop pupils' mathematical thinking and deepen their understanding.
- **Fluency** - pupils have regular opportunities to practise and apply their knowledge so that key facts and procedures become increasingly secure and efficient. Pupils are encouraged to consider whether their chosen methods are appropriate, reliable and efficient (A.R.E).

Mathematical Language

Precise mathematical language is an important part of mathematics teaching and is explicitly modelled by teachers. New vocabulary is introduced within meaningful mathematical contexts and reinforced through discussion, questioning and practical examples.

Pupils are encouraged to use appropriate mathematical vocabulary when explaining their methods and ideas. Stem sentences are used to support pupils in expressing their thinking clearly and accurately. Where appropriate, these are introduced through the 'I say, you say, we all say' approach, providing pupils with opportunities to hear, practise and confidently use new terminology.

Teachers use questioning and discussion to encourage pupils to explain how they have reached an answer and why a method or approach works. This supports pupils in developing precise mathematical communication alongside their understanding of mathematical concepts.

Inclusion, Equal Opportunities, Challenges and Support

At Long Mead Community Primary School, we recognise that pupils have different starting points, needs and rates of development in mathematics. We are committed to ensuring that all pupils have equitable access to the mathematics curriculum and we are provided with the appropriate support or challenge to enable them to make progress.

Teachers use their knowledge of individual pupils and information from ongoing assessment to adapt provision where necessary. This may include adjusting the level of scaffolding, questioning, task design, adult support or the amount of practice provided. Misconceptions and gaps in understanding are identified promptly so that appropriate action can be taken within lessons or through additional targeted support.

We are committed to meeting the needs of disadvantaged and vulnerable pupils, including those eligible for Pupil Premium, pupils with Special Educational Needs and Disabilities (SEND), and pupils who speak English as an additional language (EAL). Additional provision may include:

- Targeted support from teachers or Learning Support Assistants (LSAs) within lessons.
- Additional opportunities to revisit and practise key knowledge and skills.
- Small-group or individual intervention to address specific areas of need.
- Adapted tasks, questioning or scaffolding to remove barriers to learning.
- The use of practical or real-life contexts where these help pupils access the intended learning.
- Additional challenge for pupils who demonstrate secure understanding and are ready to deepen their learning.

Where pupils are working significantly below age-related expectations, an appropriately adapted curriculum may be provided through targeted small-group or individual teaching. For pupils with identified special educational needs, mathematical targets, strategies and interventions may form part of their individual provision and support plans. This may include specific programmes or approaches.

For pupils who demonstrate a secure understanding of the expected learning, challenge is provided through depth rather than acceleration. Pupils are encouraged to explore increasingly complex examples, make connections, identify patterns, justify their thinking and apply their understanding in unfamiliar contexts within the objectives of their year group.

Our approach ensures that adaptations are purposeful and responsive, enabling pupils to access the curriculum while developing increasingly independence. Assessment and professional judgements are used to review the effectiveness of support and challenge and inform future provision.

Marking and Feedback

Marking and feedback in mathematics follow the principles outlined in the school's Feedback and Marking Policy. Marking is primarily diagnostic and is used to identify pupils' successes, misconceptions and areas for development, informing teaching and planning as well as supporting pupils to improve their understanding.

Live marking is an important part of mathematics lessons, allowing teachers and Learning Support Assistants (LSAs) to respond promptly to pupils' work, address misconceptions and provide immediate feedback. This enables pupils to make corrections and improvements as part of the learning process and allows teaching and support to be adapted where necessary.

In accordance with the school's marking policy, green and pink pens are used by teachers and LSA's when marking pupils' work, while pupils use purple pens to make corrections and

respond to feedback. Further information can be found in the school's Feedback and Marking Policy.

Presentation of Mathematics Work

Pupils are expected to take pride in the presentation of their mathematics work and to develop consistent and organised recording habits. Written calculations should be completed neatly in pencil, with one digit written in each square where appropriate. Rulers should be used when drawing lines, tables, diagrams or other straight-edged representations.

Pupils' books should provide clear record of their mathematical learning and may include:

- Appropriate mathematical representations, such as number lines, bar models, arrays and other models.
- Evidence of reasoning and written explanations where appropriate.
- Corrections and improvements that demonstrate pupils have addressed misconceptions.
- Work that shows progression through the steps of a concept or learning sequence.
- Learning intentions and the Fluent Five task, which should be stuck into books neatly and presented in an organised manner.

Assessment

Assessment is embedded throughout the mathematics curriculum and is used to monitor pupils' understanding, attainment and progress. Information gathered through assessment directly informs planning, helping teachers determine what needs to be taught next, which concepts need further consolidation and which pupils require additional support or challenge.

Assessment for Learning (AFL) takes place throughout every lesson. Teachers and Learning Support Assistants (LSAs) use targeted questioning, mini-plenaries, live marking, verbal feedback and pupil self-assessment to identify pupils' understanding and misconceptions. Teachers use this information to adapt teaching during the lesson and to inform subsequent planning, including revisiting concepts, adjusting the level of support or providing further challenge where appropriate.

Pre-unit assessments are used to identify pupils' existing knowledge, gaps and misconceptions before a new unit of learning begins. This information is used to inform planning and ensure that appropriate interventions, additional teaching or opportunities to revisit prior learning can be provided before or during the unit where necessary.

At the end of each unit, Power Maths End of Unit Checks provide an opportunity to assess pupils' understanding of the concepts taught. Alongside day-to-day classwork and pre- and post-learning tasks, these assessments provide evidence to support teachers' judgements and identify areas that may require further teaching or practice.

Summative assessment takes place two or three times a year, depending on the year group, in line with the school's Assessment Policy. Teachers use evidence from pupils' work and formal assessments to make judgements about attainment and progress. This information is recorded on the SIMS tracking system and reviewed during Pupil Progress Meetings, held each term.

Pupils who are not making expected progress are identified and become a focus for planning and targeted intervention. Assessment and tracking information is passed to the next teacher at the end of the academic year to support continuity and ensure that future planning reflects pupils' individual starting points and needs.

Parental Links and Home Learning

At Long Mead Community Primary School, we aim to raise the profile of mathematics and develop parents' carers' understanding of our approach to teaching and learning. We encourage parents and carers to take an active role in supporting their child's mathematical learning both in school and at home.

We support this partnership through clear communication about our approaches and methods. Parent workshops are organised where appropriate to provide guidance on aspects of the mathematics curriculum and ways in which parents and carers can support their child's learning at home. The school website also provides links to useful mathematics websites, resources and information to further support learning.

Parents and carers are encouraged to communicate with teachers about their child's mathematical learning through our open-door approach, including opportunities to speak with staff after school. Parents' evenings, held twice a year, provide opportunities to discuss pupils' progress and attainment, while the Annual Report provides a summary of each child's progress and achievement.

Home learning provides further opportunities for pupils to practise and apply their mathematical knowledge. Times Table Rock Stars and Numbots is used to support the development and recall of multiplication and division facts at home, alongside mathematical activities included within the termly home learning menu.

Role of the Maths Leader

The Maths Leader has responsibility for leading, developing and monitoring the mathematics curriculum across the school. The role includes:

- Ensuring that teachers have a clear understanding of the statutory requirements for mathematics and how these are reflected in the school's curriculum and use of Power Maths.
- Supporting staff to implement the school's approach to the teaching, learning and presentation of mathematics.
- Providing professional development and support for teachers and Learning Support Assistants (LSAs), including coaching, modelling and feedback to strengthen practice and improve outcomes for pupils.

- Monitoring the quality and consistency of mathematics teaching and learning through lesson visits, work scrutiny, pupil voice and other appropriate monitoring activities.
- Analysing assessment and attainment information to identify strengths, gaps and priorities for development, and using this information to inform whole-school improvement planning.
- Supporting teachers in responding to assessment information and identifying appropriate provision for pupils who require additional support or challenge.
- Keeping up to date with developments in mathematics education through professional development, educational research, professional reading and engagement with current approaches to Teaching for Mastery.
- Working with senior leaders and governors to communicate the strengths, priorities and ongoing development of mathematics across the school.
- Supporting effective communication with parents and carers about the school's approach to mathematics and ways they can support learning at home.
- Reviewing and updating the Mathematics Policy regularly to ensure that it reflects current practice, statutory requirements and the school's priorities for improvement.