

St Mary Magdalene C of E Primary School
Headteacher: Miss S Robinson
Deputy Headteacher: Mrs S Pearson



Mathematics Policy

February 2025

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VERSION CONTROL			
VERSION	DATE	AUTHOR	CHANGES
2	4.2.25	S Robinson	Added version control Updated expectations for source of challenges Updated marking and feedback to align with Marking and Feedback Policy Updated the hyperlinks to the website

Mathematics Policy

Aims

Our Vision and Aims:

“Be strong and courageous. Do not be afraid; do not be discouraged, for the Lord your God is with you.” (Joshua 1:9)

In our family, we have the courage to embody Jesus’ love for us. We put others’ needs above our own. We act with integrity and respect. And when others fall short of our expectations, we support them to atone and extend our forgiveness. In doing this, we prepare children to live life in all its fullness: its joys and celebrations, its sorrows and struggles.

Courage

We are called to create an environment where both children and staff aspire to be, and give, their best. Everyone is emboldened to take risks, overcome challenges and be courageous in their efforts to achieve their potential. Leaders make bold curriculum choices that enable children to:

- gain knowledge, skills and experiences to navigate life in an evolving world; and
- develop characteristics such as self-belief, ambition, and resilience to overcome life’s challenges.

“Be strong and courageous. Do not be afraid; do not be discouraged, for the Lord your God is with you.” (Joshua 1:9)

Love

Jesus embodies the love and compassion of God for each person, and Christians are called to follow him in this. In our family, love impels us to:

- put others’ needs above our own;
- act with humility and without entitlement;
- empower all our community to flourish and succeed;
- provide a haven of compassion and safety, where children and adults know that they are cherished; and
- support those experiencing suffering and sadness – in our community and beyond.

“Let all that you do be done in love.” (1 Corinthians 16:14)

Respect

We seek to model to children an ethos of living well together. The flourishing of pupils goes hand in hand with the flourishing of the wider school community: staff, families, governors and friends of the school. Just as Jesus respected people by taking the time to care for them, we endeavor to:

- celebrate the Christian faith;
- foster deep respect for other cultures, faiths and traditions;
- provide an inclusive environment where special provision is afforded to those with disabilities or special educational needs; and
- challenge inequality.

“Whatever you wish that others would do to you, do also to them.” (Matthew 7:12)

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Forgiveness

Faults, flaws, and mistakes are an unavoidable part of human life. Though Jesus preached the importance of repentance, even in moments of great personal torture, he prayed for forgiveness for his tormentors. Therefore, in our family, we seek to:

- hold ourselves and others accountable for our/their actions;
- have a robust approach to dealing with situations when things go wrong;
- repent when we fall short of our own and others' expectations; and
- forgive others for their indiscretions.

"If your brother sins, rebuke him, and if he repents, forgive him." (Luke 17:3)

Honesty

An honest person makes a habit of making accurate, trustworthy statements about life, self, others, and God; they represent themselves just as they are and tell others the truth about themselves. That said, the Bible tells us that honesty should always be accompanied by gentleness (Colossians 4:6). With this in mind, we strive to build kind and trusting relationships by:

- speaking and acting with integrity;
- ensuring that children have a strong voice in every aspect of school life, and acting on this; and
- working openly and compassionately with others, even when messages might be difficult to give or receive.

"And you will know the truth, and the truth will set you free." (John 8:32)

Legal framework

This policy has due regard to statutory guidance including, but not limited to, the following:

- DfE (2013) 'National curriculum in England: Mathematics programmes of study'
- DfE (2017) 'Statutory framework for the early years foundation stage'

This policy has due regard to the most recent version of the following school policies:

- Mathematics Calculation Policy
- Assessment Policy
- Teaching and Learning Policy
- Special Educational Needs Policy
- Marking and feedback Policy
- St Mary's (2018) 'Mathematics Assessment Framework'
- Homework Policy

Roles and responsibilities

The subject leader is responsible for:

- Preparing policy documents, curriculum plans and schemes of work for the subject, ensuring continuity and progression from year group to year group.
- Reviewing changes to the national curriculum and advising on their implementation.
- Quality assuring the learning and teaching of maths: reporting back to the senior leadership team on this and providing support for staff to make improvements to their practice where necessary.
- Ensuring that staff to provide effective learning opportunities for pupils.
- Helping to develop colleagues' expertise in the subject.

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- Organising the deployment of resources and carrying out an annual audit of all maths-related resources.
- Liaising with teachers across all phases.
- Communicating developments in the subject to all teaching staff.
- Leading staff meetings and providing staff members with the appropriate training.
- Organising, providing and monitoring DPE opportunities in the subject.
- Ensuring common standards are met for recording and assessing pupil performance.
- Advising on the contribution of maths to other curriculum areas, including cross-curricular and extra-curricular activities.
- Collating assessment data and setting new development priorities for the development of maths in subsequent years.

The classroom teacher is responsible for:

- Acting in accordance with this policy.
- Ensuring progression of pupils' mathematical skills, with due regard to the national curriculum.
- Planning lessons effectively, ensuring a range of teaching methods are used to cover the content of the national curriculum.
- Liaising with the subject leader about key topics, resources and support for individual pupils.
- Monitoring the progress of pupils in their class and reporting this on an annual basis to parents.
- Reporting any concerns regarding the teaching of the subject to the subject leader or a member of the senior leadership team (SLT).
- Undertaking any training that is necessary in order to effectively teach the subject.

The special educational needs coordinator (SENCO) is responsible for:

- Liaising with the subject leader in order to implement and develop maths throughout the school.
- Organising and providing training for staff regarding the maths curriculum for pupils with special educational needs and disabilities (SEND).
- Advising staff how best to support pupils' with additional needs.
- Advising staff on the inclusion of mathematical objectives in pupils' individual education plans.
- Advising staff on the use of teaching assistants in order to meet pupils' needs

Curriculum Progression and Sequencing

- The school carefully sequences knowledge, concepts and procedures to build knowledge and skills systematically over time. This is illustrated by way of a Curriculum Progression Map which sets out the objectives taught in each year group across the school alongside the order of units taught; this can be found in the appendix of this policy.
- The school also sets out Long Term Plans which mirror and add detail to the Progression Map by setting out the length of time to be spent on each unit. These can also be found in the appendix to this policy.
- The school use a range of schemes to support their planning: Focus Maths, White Rose Hubs materials, Master the Curriculum. These materials are provided to support teachers to break down teaching into sequential lessons, and to provide teaching resources and activities.
- The school provides a Calculation Policy which sets out the progressive strategies that teachers should teach pupils to use in each year group. This ensures that pupils are ready for the next stage in learning by the end of the academic year.
- Within the curriculum, there is sufficient flexibility so that the school can address identified gaps in pupils' knowledge. Opportunities are planned to revisit previously learned knowledge, concepts and procedures; this is to ensure that, once learned, knowledge becomes deeply embedded in

pupils’ memories and allows rapid and accurate recall. This enables pupils to work with increasing independence, apply their knowledge to more complex concepts and procedures, and gain enjoyment through a growing self-confidence in their ability

Assessment, Marking and Feedback

- Assessment should be carried out in line with the school’s Assessment Policy and Effective Marking and Feedback Policy as below:

Type	Why?	What does this look like?
Immediate intervention	<ul style="list-style-type: none"> • To prompt deeper thinking, and swiftly address misconceptions <u>during lessons</u>. 	<ul style="list-style-type: none"> • Verbal feedback - signalled by VF • 1:1 or group learning conference - signalled by VF • Questioning to clarify or refocus tasks • Mini plenaries • Mid-lesson adjustments – signalled on planning
Indicative marking	<ul style="list-style-type: none"> • To inform the teacher and child about their achievement against the learning objective • To address any missed non-negotiables and misconceptions. 	<ul style="list-style-type: none"> • Indicative highlighting of LI (blue/pink) and symbols. • Assessment transferred to assessment sheet (Eng/Maths) in the front of the book • Pupils made aware of misconceptions through use of symbols and highlighting • Individual spelling mistakes are signalled at the end of the piece/writing stage • Brief comments if appropriate • A response from pupils is required to correct mistakes – complete in green pen.
Developmental marking / feedback	<ul style="list-style-type: none"> • To celebrate successes • To give ways to improve against the learning objective, and advice on how to do this. 	<p>This is not required in the EYFS.</p> <ul style="list-style-type: none"> • In KS1, detailed feedback will be given to pupils at least twice per week via marking symbols and a written challenge for extension/consolidation as appropriate. • In KS2, developmental marking will be undertaken at least twice per week which entails giving a comment to move learning forward. This will take the form of response tasks (RTs): <ul style="list-style-type: none"> ○ RT1: children need to respond to blue highlighter misconceptions because they have got lots of questions wrong. If this is the case, teachers need to give personalised verbal feedback to these children to help them overcome their misconceptions i.e. by bringing them into a focus group during the time children respond to marking and/or in the next maths session. Work from this focus groups should be completed in green pen. ○ RT2: a fluency/consolidation task to secure arithmetic skills taught in the lesson. These should be prepared for the children to stick in the following morning and clearly labelled ‘RT2’. Children should complete them in green pen. The task should be designed to last between 5-10mins. ○ RT3: a reasoning/investigative task to move learning forward and encourage application of skills taught in the lesson. These should be



		<p>prepared for the children to stick in the following morning and clearly labelled 'RT3'. Children should complete them in green pen. The task should be designed to last between 5-10mins.</p>
Self/peer assessment	<ul style="list-style-type: none"> To share ideas To celebrate successes To give ways to improve against the learning objective 	<ul style="list-style-type: none"> In an age/subject appropriate format to be determined by the teacher

With specific reference to summative assessment in Mathematics, the following will apply:

- Ongoing achievement in learning objectives should be tracked in the tracking sheets (TAFS) in the front of each pupil's mathematics book.
- Pre and post unit assessments are carried out for each unit taught and inform teachers' planning and curricular adaptations. These should take no longer than 10 minutes and should be done outside the normal mathematics lesson.
- Targets should be set half termly and stuck in the front of pupils maths books.
- Pupils will sit termly NFER tests. Data from these tests is analysed by class teachers and a standardised score calculated for each child. This informs teachers' termly summative assessments.
- Teachers' arrive at summative assessments by triangulating: results from NFER tests, the % of objectives met throughout the term through classwork and the outcomes of post assessments.
- Teachers input their summative assessments in INSIGHT according to guidance given in the Assessment Policy. Reports are then downloaded and inform Pupil Progress Meetings and intervention planning.

Planning

- All relevant staff members are briefed on the school's planning procedures as part of their staff training.
- Mathematics is taught as a discrete lesson four times per week and as part of cross-curricular themes when appropriate.
- Teachers will use the key learning content in the DfE's statutory guidance 'National curriculum in England: mathematics programmes of study', published in 2014; this is reflected in all the school's planning support resources.
- Lesson plans will demonstrate a balance of interactive and independent elements used in teaching, ensuring that all pupils engage with their learning.
- There will be at least one practical lesson per week which utilises concrete resources and does not require pupils to record in their mathematics books.
- There will be a clear focus on direct, instructional teaching and interactive oral work with the whole class and targeted groups.
- Long-term planning, set out by the Mathematics Subject Lead, will be followed in each year group.
- Short-term planning is the responsibility of the class teacher. This is achieved by building on long-term planning and Calculation Policy, taking into account pupils' needs and identifying the method in which topics could be taught.
- All lessons will have clear learning intentions, which are shared and reviewed with pupils.

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- Lessons will be adapted to meet the needs of all pupils. This will be flexible and informed by assessment, marking and feedback.
- In KS1, adaptations will usually be by task, resources or support and led by the teacher.
- In KS2, pupils are given increasing independence in selecting 'challenges' appropriate to their level of learning. **Challenges at all levels should include a range of fluency, problems solving and reasoning tasks**, but vary in the level of complexity as follows:
 - Challenge A – Outside POS
 - Challenge B – WTS
 - Challenge C – EXS
 - Challenge D – GDS
- Challenge tasks should be varied and sourced from the range of places, such as:
 - Focus Maths
 - White Rose Hubs materials
 - Master the Curriculum
 - NRich
 - NCETM
- Homework will be set on a weekly basis on www.maths.co.uk and will build on that week's learning intentions, or overarching year groups objectives which require revisiting.

Appendices

Please follow the hyperlinks to the following documents:

- **Appendix 1:** [Mathematics Curriculum Progression Map](#)
- **Appendix 2:** [Mathematics Year Group Long Term Plans](#)
- **Appendix 3:** [Mathematics Calculation Policy](#)