Crawshawbooth Primary School

Maths Policy

October 2026
Mr. Wilkinson

Mission Statement

Crawshawbooth seeks to provide a happy and secure learning environment where a child's natural curiosity is provided with challenges, experiences and opportunities that will enable them to grow into caring, confident and informed citizens of the future through our values of curiosity, resilience and respect.

Inclusion

At Crawshawbooth all curricular subjects will be taught inclusively to all children to take into account their special needs, race, religion, culture, gender, sexual orientation and their family circumstances.

Introduction

This policy outlines the teaching and learning of mathematics at Crawshawbooth Primary School.
The schools policy for mathematics is based on the 'Statutory Framework in the Early Years Foundation Stage 2021' and 'The 2014 National Curriculum' from Foundation Stage to Year 6.
It has the full agreement of the Governing body who approved it. The implementation of this policy is the responsibility of all the teaching staff.

Rationale

The School views mathematics as an integral part of life. Children, who can calculate reason and solve mathematical problems, will be more able to analyse and communicate information and ideas. They will be better prepared to tackle practical tasks and real-life problems as well as appreciating the inherent fascination of mathematics. The school takes a mastery approach with conceptual and procedural variation.

Aims

1. To develop clear concepts, skills and knowledge to enable pupils to see the relevance of mathematical activity to real life situations using a wide range of activities.
2. To develop pupils' confidence and perseverance to achieve their full potential.

3. To show mathematics as a process, as a creative activity in which pupils are encouraged to use imagination, initiative and a flexibility of mind.
4. To promote activities which develop an enjoyment of, and a fascination for mathematics as well as to use mathematics as an essential element of communication, be it oral, written or graphical.
5. To develop an appreciation of the relationships within mathematics itself, using models and concrete materials to aid understanding.
6. To encourage pupils to work in a systematic way and develop good working habits
7. To encourage pupils to work individually and collectively to a purposeful end.
8. To ensure continuity and progression from the Foundation Stage and National Curriculum provision.

Crawshawbooth Primary aim to ensure that all pupils become:

become **fluent** in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.

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.

knowledgeable of key facts so that these can be used when reasoning and applying maths in context.

Teaching and Learning

The curriculum will be delivered through the implementation of 'The Statutory Framework in the Early Years Foundation Stage 2021' and 'The 2014 National Curriculum' in both discrete lessons and through other subjects areas where appropriate.

Teachers should teach mathematics every day through a discrete mathematics lesson, generally lasting an hour for Key Stage 1 and Key Stage 2 with shorter sessions in Early Years. This time will vary according to age group. However,

where appropriate, some mathematics lessons may be taught in a cross curricular manner. This may either be in addition to the children's daily lesson or very occasionally it may replace it.

All classes also work separately on key skills and arithmetic and mental maths, 10 minutes per day. EYFS use NCETM Mastering Number scheme, while KS1 and KS2 using arithmetic resources to practise key calculation skills, with the main focus being on discussion of efficient strategies.

Extra shorter sessions on maths skills and practise also occur where necessary. For example, practise of times tables, mental strategies and number bonds.

Lessons should:

- provide opportunities to practice mental calculation and for children to orally explain their methods and strategies
- include problem solving activities (oral and written)
- have clear focus; children should be aware of the learning objectives
- be interactive and incorporate all learning styles
- include both teaching input and pupil activities and a balance between whole class, grouped, paired and individual work
- include a plenary which involves work with the whole class to address misconceptions, identity progress, to summarise key facts and ideas and what to remember, to make links to other work and to discuss next steps.
- be enjoyable and relevant

Pupils engage in:

- Problem solving and reasoning
- Fact recall
- Practical work
- Investigational work
- Mathematical discussion
- The development of mental strategies
- Written methods
- Consolidation of basic skills and routines
- Appropriate calculator and computer work (where appropriate)

Planning

Connections are made across mathematical ideas to develop fluency, mathematical reasoning and competence in solving increasingly sophisticated problems. Year Reception use the Lancashire Red Rose Maths Scheme based

around 'Numberland'; Years 1 to 6 are using and adapting the Lancashire Red Rose Mastery Scheme to teach lessons. Extra, one off, teacher planned lessons may occur to ensure full understanding and fluency or to challenge children further, as well as termly problem solving lessons/themed mornings aimed at developing mathematical logic and strategies through real life problems/scenarios.

Work in mathematics starts at the same point for all children (except extreme cases) and follows a Mastery approach, although it may be differentiated as appropriate to enable all children to make effective progress. Adaptation may be planned for by the difficulty of the task, the support received during the task, the outcome of the task or by planning alternative activities.

Variation may also be used during guided or/and independent tasks to give children breadth of learning and to also progress the learning 'deeper' or to a 'greater depth'. This includes conceptual (concrete>pictoral>abstract) and procedural variation.

Teachers will review and adapt lessons to fit with the requirements of their class. This will also occur with the 'Deeper Learning Challenges', using a variety of resources to challenge those achieving well in lessons after independent work.

Use of ICT

The effective use of ICT can enhance the teaching & learning of mathematics when used appropriately. When considering its use we take into account the following points:

- ICT should be used in lessons only if it supports good practice in teaching mathematics
- Any decisions about using ICT in a particular lesson or sequencing lessons must be directly related to the teaching and learning objectives for those lessons.
- ICT should be used if the teacher and/or the children can achieve something more effectively with it than without it.

The role of TAs and other adults

Teaching Assistants need to know the teacher's objectives for the children's mathematics learning and the learning objectives that have been set for individuals or groups of children. Teaching Assistants may observe, join in with children's work, support groups or individuals and provide valuable feedback to

the teacher. Teaching Assistants are also advised to give children verbal feedback and encouragement as well as indicate the level of support given with each child in their books.

Assessment, Record Keeping and Reporting

At Crawshawbooth Primary School we are continually assessing our pupils and recording their progress. We see assessment as an integral part of the teaching process and endeavour to make our assessment purposeful, allowing us to match the correct level of work to the needs of the pupils, thus benefiting the pupils and ensuring progress.
Assessment will take place at three connected levels: short term, medium term and long term. These assessments will be used to inform teaching in a continuous cycle of planning, teaching and assessment.
Short Term Assessment will be an informal part of every lesson to check understanding and to give the teacher information, which will help to adjust day to day lesson plans.
Formative assessment will be made with reference to 'The 2014 National Curriculum' programme of study for each year group, and in relation to 'Statutory Framework in the Early Years Foundation Stage 2021'.
Medium Term Assessment will take place at the end of each term based on assessments made by staff throughout the term or tests, as appropriate. Class teachers will identify children who are below their expected progress and set up appropriate intervention to close any gaps.
Long Term Assessments will take place towards the end of the school year to assess and review pupils' progress and attainment against the year group expectations within The National Curriculum programme of study. These will also be made through compulsory National Curriculum Mathematics test for pupils in year 2 and 6 and a times tables test in Y4. Teachers will also draw upon their class and individual records and supplementary notes and knowledge about their class to produce a summative record i.e. end of year report. This report will then be given to parents and key points discussed with the child's next teacher.
Self Assessment - where possible, children should be involved in assessing their own work; this might include traffic lighting, or lower stakes testing/quizzes.

Marking

Work is marked regularly using the school's 'Maths Marking Policy' and pupils are given clear guidance on how to improve either verbally or in written format. There should be evidence that the children are given time to work on their next steps. Teachers will mark all independently done tasks.

Equality

Maths is taught in line with the school's 'Equality Duties'.

Special Educational Needs

Children who require additional support are identified on the School pupil Tracker (Insight) and teachers' mathematics plans. Needs for these children are met through differentiated activities and adult support when appropriate. This can take place both during the mathematics lesson and through an additional intervention.
Pupils achieving below expectation or well below may also be included in smaller intervention groups to accelerate progress. This may include 1:1 activities, paired or group work.

Monitoring and Evaluation

Monitoring of the standards of children's work and of quality of teaching in mathematics is the responsibility of the SLT, supported by the subject leaders and governors. The mathematics subject leaders may attend regular network meetings, monitor pupils' books, talk to pupils and observe classroom practice through learning walks. In addition, the work of the subject leaders involves supporting colleagues in the teaching of mathematics and informing teachers about current developments in the subject.

E.A.L.

Children with EAL will have full access to the curriculum with support from the EAL lead, as required. Resources, such as vocabulary displays/mats with images, may be used to support understanding. Stem sentences may also be provided to support explanations.

Resources

Each classroom has a small stock of key maths resources, which are key to accessing key mathematical concepts across the school, regardless of ability to cement understanding. Other maths resources are kept either in individual classes or in a centralised storage area, and all staff are encouraged to use these to follow the 'concentrate, visual and abstract' approach throughout the school, especially when teaching new concepts. Children are encouraged to use resources to support their learning – sometimes this will be vised while other times, children will access resources independently.

Presentation

High standards of presentation are expected from all children. Certain methods of presentation, such as how the date is recorded, are specific to mathematics. Please refer to the school's policy on presentation.

Homework

It is expected that pupils will use some homework time to rehearse their mental recall of multiplication tables (see Homework Policy) As an extra motivation, the school also subscribes to the Times Table Rock Stars website for Year 2, 3 and 4 (with y5&6 access as required), The Numbots website to improve basic maths skills for YR-Y2 and SATs Companion for Year 6. Each department displays achievements of pupils, classes and groups linked to this and achievements are celebrated in assemblies.

Links to other policies

Homework
Assessment
SEN
Teaching and Learning
AGT
Single Equality
Presentation
ICT

Review

The policy will be reviewed and updated as necessary.
The policy was drawn up in October 2016.
The Governors approved it in October 2017.
The policy was reviewed and approved in October 23, Oct 24, Oct 25 and Oct 26.