

# Meltham CE (C) School



## Mathematics Policy

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Approved by:	Kevin Stephenson (Chair of Governors)		
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### 1.0 Aims

The aim of this policy is to create a consistent, high quality, approach to maths teaching and learning across the school.

### 2.0 Roles and Responsibilities

#### 2.1 The Governing Body

Governors have overall responsibility for the quality of maths provision in the school. Regular reports are made to the governors on the progress of maths provision.

#### 2.2 Senior Leadership Team

The SLT has responsibility to ensure the maths policy is implemented throughout the school through learning scrutiny, lesson observations or drop-ins, and through discussion with pupils. The SLT also monitors and evaluates the impact of policy development on the quality of learning, reviews the teaching of maths in light of new developments and initiatives and deploys staff to ensure that the quality of provision is secure.

#### 2.3 Subject Manager

The Subject Manager has responsibility for improving the standards of teaching and learning in maths to impact on pupil progress by means of:

- Taking the lead in policy development.
- Auditing and supporting colleagues in their CPD.
- Supporting the purchase and organisation of resources.
- Keeping up-to-date with recent maths developments.

## 2.4 The Role of the Classroom Teacher

Classroom teachers have responsibility for:

- Implementing the maths curriculum according to the policy document
- Ensuring high standards of teaching and learning within the classroom.
- Assessing pupil learning and setting appropriate targets to ensure progression in maths is made.
- Ensuring maths is accessible to all pupils through their first quality teach including differentiated activities and appropriate support, including the use of concrete and pictorial manipulative resources.

## 3.0 Policy

### 3.1 Statutory Requirements

Statutory requirements for the teaching and learning of maths are set out in the National Curriculum (2014) and in the maths section of the Early Years Foundation Stage Framework.

### 3.2 Subject Organisation

The maths curriculum is delivered using the outline plan from the White Rose Maths hub. Maths is usually taught daily for 45-60 minutes. Cross-curricular links are made where relevant.

### 3.3 Teaching Approaches

All year groups use the White Rose Maths Hub schemes of learning as their medium term planning documents. These schemes provide teachers with exemplification for maths objectives and are broken down into fluency, reasoning and problem solving for the key aims of the National Curriculum. They support a mastery approach to teaching and learning and have number at their heart. They ensure teachers focus children within the required key stage and support the ideal of *depth before breadth*. They support pupils working together as a whole group and provide plenty of time to build reasoning and problem solving elements into the curriculum. The use of maths discussion is encouraged through deeper questioning and requiring children explain their thoughts, ideas and methods.

Teachers refer to the school's calculation policy to ensure correct strategies are used in progression; children are encouraged to set out calculations as demonstrated in the policy. Evidence of work may be photographs, writing, pictures, symbols, diagrams, informal jottings. However, mathematical recordings are not just to provide evidence of pupils' work, but also to help clarify thinking and to act as a note for future reference.

A good understanding of place value and the number system is encouraged through the use of a wide range of manipulatives which may include Numicon, Base Ten, counting sticks, place value tables and counters, Cuisenaire Rods, number lines, number squares, rulers and outdoor markings.

Lesson plans include opportunities for:

- practical activities and maths games
- fluency practice
- problem solving
- individual, small group and whole class discussion
- open and closed tasks
- working with ICT
- outdoor learning

In Foundation Stage children take part in a whole class maths activity, normally on a daily basis following the suggested progression of the White Rose. This could include counting, songs, estimating, calculating, sharing, doubling etc. Every child takes part in a focused, small group guided maths-based activity, often resulting in a recorded piece of work. Continuous curriculum activities are available to all children, every day, which are planned to promote achievement of the maths Early Learning Goals.

### 3.4 Assessment

#### 3.4.1 Feedback and Marking

Teacher feedback may be verbal or written. Written feedback is given in accordance with the school's Marking and Feedback Policy. Children have regular opportunities to appraise their own work, either before or following the teacher's feedback. Children also have regular opportunities to appraise and – in appropriate year groups – to mark the work of their peers. We actively encourage peer and self-marking as a valuable learning activity in maths and across the wider curriculum.

Parents are kept up to date on their child's maths learning through parents evening and reports.

#### 3.4.2 Assessment and Target Setting

- Children are constantly assessed to inform subsequent teaching and intervention. This formative assessment may take the form of questioning, work in books, quizzes and self-.
- At the end of each term, children from Years 1 (from the summer term) to Year 5 take standardised assessment tests. Results are recorded on the school's tracking system.  
At the end of each year teachers make a summative judgement against the year group expectations from the National Curriculum 2014. The judgement is informed by a range of evidence, including general observation, guided group sessions and standardised assessment.
- National Curriculum (SATs) tests are used at the end KS2 (Year 6). Teachers use past and sample papers to inform their teaching as they prepare pupils for these assessments.
- Children in year 4 will take part in the statutory multiplication tables check (MTC).

### 3.5 The Maths Environment

- Classrooms may have maths displays, including key vocabulary and facts linked to general areas of maths learning (e.g. 100 square) and maths topics.
- Physical equipment and manipulatives are visible (or labelled) and available for children to use independently.
- Interactive maths displays are encouraged and may include children's maths work on display.