



West Winch Primary School

Mathematics Policy 2025

This policy should be read in conjunction with the school Calculations Policy

Intention

At West Winch, we recognise that mathematics helps children to make sense of the world in which they live. We endeavour to develop each pupil individually and personally, to promote enthusiasm, confidence and enjoyment of mathematics itself, and in doing so help children to appreciate the part mathematics has played in the development of science, technology and our civilisation and the contribution made by many cultures to the progression and application of mathematics. It is used to make sense of and communicate information and ideas. Skills learnt will be used to tackle a wide range of practical and real-life problems. To achieve this, the children are guided through a carefully structured series of learning experiences, which enables them to develop mathematical knowledge, vocabulary and understanding.

The aims of mathematics are to:

- *develop confidence and an enjoyment of mathematics*
- *enable each child to achieve high mathematical skills*
- *enable children to reason about mathematics*
- *give them the confidence to be able to apply these skills to solve problems in their everyday life*

Implementation

Our mathematic teaching is from the National Curriculum. In order to achieve these aims, we will provide opportunities so that each child may:

- *use concrete, pictorial or abstract approach to solve problems*
- *have a fluent sense of number and where it fits into the number system*
- *know by heart number facts such as number bonds, multiplication tables, doubles and halves*
- *use what they know by heart to figure out answers mentally*
- *calculate accurately and efficiently, both mentally and with pencil and paper, drawing on a range of calculation strategies*
- *make sense of number problems, including non-routine problems, and recognise the operations needed to solve them*
- *explain their methods and reasoning using correct mathematical terms*
- *judge whether their answers are reasonable and have strategies for checking them where necessary*
- *suggest suitable units for measuring, and make sensible estimates of measurement*
- *explain and make predictions from the numbers in graphs, diagrams, charts and tables*
- *use their knowledge and reasoning skills to effectively solve problems*

Teaching & Learning Style

Our teaching of mathematics is based on the National Curriculum Programmes of Study and the Early Years Foundation Stage (EYFS). We can help our children acquire proficiency by giving a sharp focus to the relevant aspects of the programmes of study for mathematics. We do this through a daily lesson of whole-class and group teaching. During these lessons, children experience a wide range of activities and teaching methods, including those that enable them to reason about, investigate and explore mathematics in a practical way.

Teaching assistants are actively involved with the teaching and learning process and work closely with class teachers to implement effective learning strategies with individuals or small groups. They also lead a range of intervention activities.

Cross-curricular links with mathematics are encouraged across the school in all year groups. The teaching strategies used should involve high-quality direct teaching, which is interactive and lively – with a variety of teaching styles used. Objectives are clearly stated and shared with the class.

Certain skills such as mental calculation, problem solving and reasoning are given high priority and this is encouraged by asking open as well as closed questions.

Teaching Maths to children with SEN (Special Educational Needs)

At our school we teach maths to all children, whatever their ability. Maths forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our maths teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expectations.

When progress falls significantly outside the expected range, the child may have SEN. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, and differentiation – so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs.

Children may have an IEP (Individual Education Plan) that includes, as appropriate, specific targets relating to Maths.

Impact

Assessment and Recording

Teachers assess children's work in mathematics in three phases. The short-term assessments that teachers make as part of every lesson help teachers to adjust their daily plans. Teachers match these short-term assessments closely to the teaching objectives. They use medium-term assessments to measure progress against the key objectives, and to help them plan for the next unit of work. This is in the form of termly assessments, which are assessed against the yearly learning objectives. Teachers make long-term assessments towards the end of the school year, and they use these to assess progress against school and national targets. These termly assessments are discussed in Pupil Progress Meetings with SLT as well as analysed by the mathematics lead.

Monitoring and Review

Monitoring of the standards of the children's work and of the quality of teaching in mathematics is the responsibility of the mathematics subject leader. The work of the subject leader also involves supporting colleagues in the teaching of mathematics, being informed about current developments in the subject, and

providing a strategic lead and direction for the subject in the school. The subject leader evaluates the strengths and weaknesses in the subject, and indicates areas for further improvement.

Mathematics Policy Adopted: Spring 2025

Mathematics Policy Review: Spring 2027

A handwritten signature in black ink, consisting of several loops and a trailing line, positioned above the name Heather Habbin.

Heather Habbin - Chair of Governing Body