

GRIFFITHSTOWN PRIMARY SCHOOL



UNCRC Article 28 – The right to an education.

UNCRC Article 29 – The right to an education which develops my personality, respect for others' rights and the environment.

Title	Maths and Numeracy Policy
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Reviewed	D Hall

INSPIRE CHALLENGE ACHIEVE

Maths and Numeracy AOLE Policy 2026

Vision

- *All pupils use concrete resources daily to support the development of independent learning.*
- *All learning is varied and engaging with practical and authentic opportunities.*
- *Numeracy skills are effectively applied and developed across the curriculum for all pupils.*
- *Maths learning provides opportunities to make real life and authentic connections that enable pupils to think critically and problem solve.*
- *Teachers provide opportunities for high quality digital learning, and access online maths platforms regularly.*
- *Families access online maths platforms at home to support high quality learning.*

This document is a statement of the aims, principles and strategies for the teaching and learning of maths and numeracy. At Griffithstown Primary School, we believe that maths equips pupils with the uniquely powerful set of tools to understand the world and prepare them for life. These tools, linking to the **Five Proficiencies** identified in The New Curriculum – Successful Futures, include:

- **Conceptual understanding**
- **Communication using symbols**
- **Fluency**
- **Logical reasoning**
- **Strategic competence**

For more information on these proficiencies, please visit:

[Mathematics and Numeracy: Introduction - Hwb \(gov.wales\)](https://gov.wales/government/education/maths-numeracy-introduction)

Maths is important in everyday life. It is integral to all aspects of living and with this in mind we seek to ensure that pupils develop a healthy and enthusiastic attitude towards mathematics that they will maintain throughout their life.

In relation to the New Curriculum, maths at Griffithstown Primary School will endeavour to correspond to the Four Purposes:

- Ambitious, capable learners, ready to learn throughout their lives.
- Enterprising, creative contributors, ready to play a full part in life and work.
- Ethical, informed citizens of Wales and the world.
- Healthy, confident individuals, ready to lead fulfilling lives as valued members of society.

Purpose

The purpose of this policy is to ensure a common approach to the teaching of maths and numeracy which will ensure continuity and progression throughout the school.

Wider school aims/ethos

The policy is underpinned by the school's vision, aims and values with relation to Curriculum For Wales.

Consultation

This policy has been created by Joe Blackmore and reviewed by Donna Hall, the M & N Coordinator, in consultation with the Head teacher and stakeholders.

Principles/values

From entry to the school, all pupils are immersed in a numeracy rich environment and as teachers we ensure the classroom is equipped and organised so that pupils develop and practise their skills continuously. Effective use of resources is at the forefront of quality maths teaching and learning. Pupils are given the opportunity to further develop their understanding by applying skills within a variety of contexts that encapsulate the Five Proficiencies. Pupils with additional learning needs (ALN), Basic Skills (BS) and Pre-Basic Skills (PBS) have additional support and intervention, enabling them to access the numeracy curriculum and achieve their full potential. Pupils are supported and encouraged to achieve their personal best and we ensure all pupils leave our school as confident, numerate individuals.

Roles and Responsibilities

Matters relating to assessment and progress in maths will involve all staff. Each **class teacher** completes assessments for all pupils within their class and ensures they make appropriate progress. The **Head and M&N Lead** are responsible for ensuring that the policy of the school is put into practice. **Governors** will review the policy annually and understand the policy. The role of the **learner** is to contribute and participate in the learning process. We will work in collaboration with **parents** who will play an active role in the progress of their child by supporting learning tasks at home. We will engage with **external partners** to help assess, identify the needs of, and support pupils who may require additional support.

Maths and Numeracy Leader

The leader will guide, support and lead teaching staff as appropriate, providing information and practical assistance. It is also the responsibility of the M&N Lead to monitor standards in Maths/Numeracy and keep staff informed of recent developments on both a local and national level, provide training and lead initiatives. The leader will also liaise with colleagues within the school cluster, as well as other agencies to ensure a shared understanding of progression within the AOLE. The M&N lead engages in continued Professional Learning to ensure knowledge is current and relevant. On a weekly basis staff share the magic number with their learners and provide opportunities for exploration and facilitate opportunities for independent learning. Magic number is also shared in the monthly Griff Gazette to encourage and foster engagement at home.

Maths Minions

Maths Minions are enthusiastic mathematicians who make maths fun, exciting, accessible and engaging across our school. They are maths ambassadors who help children develop confidence and a love of learning maths. Maths Minions are positive maths role models who attend weekly Maths Minion meetings. They share

the Magic Number with their class and encourage everyone to investigate it. Maths minions help lead fun maths assemblies and take part in maths learning walks.

Homework/Parent partnerships

Pupils access Mathletics and Mathseeds (dependent on year group) at home, weekly. Additional maths homework can be set on Teams.

Equal Opportunities

Griffithstown Primary School has an effective Strategic Equality Plan and we ensure equity for all stakeholders.

Health and safety

Health and safety is the responsibility of all.

Planning

4Maths which is tailored to Curriculum for Wales, is our core scheme. This consists of several 'conkers' for each year group and 'bubbles' of ideas and experiences. Skills are identified from Star Maths and diagnostic interview data. Staff then use the 'bubbles' to plan experiences and differentiate activities to ensure they are appropriate for all learners.

Organisation

All Learners		
• Maths lessons are daily. • TAPAS sessions are taught daily. (10 minutes) • All activities in books include: ○ Short form date ○ Written WALT for discrete maths activities ○ Metacognition - Self-Assessment or Peer Assessment • All classrooms have high quality physical resources. • Central bank for pupils to access independently. • A range of concrete apparatus on 'desks', identified at planning stage, to support learning. • Welsh marking comments are used a minimum of once weekly e.g., 'Gwaith da'		
PS1	PS2	PS3
There is at least one high quality piece of work in books each week, for each pupil. One piece of work is uploaded to Seesaw for each group, each week. The '5 proficiencies' are evident throughout the learning every week.	There is at least one high quality piece of work in books each week, for each pupil. Y3 have at least two. Y3 only - Problem solving approaches (Corbett maths, Star Maths, Personalised Assessment familiarisation material, etc) are an integral part of each lesson.	There is a minimum of 4 pieces of work in books each week. Problem solving approaches (Corbett maths, Star Maths, Personalised Assessment familiarisation material, etc) are an integral part of each lesson and is evidenced in books or on Seesaw.

Pupils have at least one session per week where they access assigned Mathseeds task/s. Diagnostic interviews are completed termly, and the data is used to inform planning and track pupil progress. 4 Maths 'conkers' and 'bubbles' are used to plan activities. As part of the daily routine a short, sharp activity linked to the 'Magic Number' is completed. Worksheets are to be used as little as possible. When used, they are resized to A5.	The '5 proficiencies' are evident throughout the learning every week. One piece of work is evidenced on Seesaw for each group, each week. Pupils have at least one session per week where they access assigned tasks on Mathseeds /Mathletics. Y2 and Y3 Termly Star Maths data is used to inform planning. Where appropriate, diagnostic interview data is considered in the planning process, particularly for TAPAS sessions. Y1 and ALN, BS, PBS pupils complete diagnostic interviews, termly, to inform planning and track progress. 4 Maths 'conkers' and bubbles are used to plan activities. As part of the daily routine a short, sharp activity linked to the 'Magic Number' is completed. Worksheets are to be used as little as possible. When used, they are resized to A5.	The '5 proficiencies' are evident throughout the learning every week. Pupils have one session per week where they access assigned tasks on Mathletics/Mathseeds. Star Maths data is used to inform planning. Where appropriate, diagnostic interview data is considered in the planning process, particularly for TAPAS sessions. ALN, BS, PBS pupils complete termly diagnostic interviews to inform planning and track progress. 4 Maths 'conkers' and bubbles are used to plan activities. As part of the daily routine a short, sharp activity linked to the 'Magic Number' is completed. Worksheets are to be used as little as possible. When used, they are resized to A5.
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AfL All number formation is corrected and modelled accurately by all staff. The pupils have opportunity to demonstrate correct formation. Marking comments are imperative statements that require a mathematical response e.g., 'Find the total of the two fields'. Do not use, 'can you' questions. More able pupils reflect on their learning by using 'traffic light' and a simple comment. Staff scribe a pupil's response in blue ink. Opportunities to develop metacognition, using the Learning Pit Teaching Board, are integral to maths sessions.	AfL All number formation is corrected, and learners respond accurately. All pupils reflect on their learning by using a 'traffic light' and a simple comment. Staff scribe a pupil's response, in blue ink, if unable to write independently. All pupils peer &/or self-assess at least once a week. This is signposted using appropriate sticker. Teachers provide learners with at least one, high quality, moving on comment/ closing the gap question, each week. This is responded to by the pupil and acknowledged by the teacher e.g., 'Show me another way of doing this'. Marking comments are imperative statements that require a mathematical response. Do not use, 'can you' questions. When using 'challenge questions', ensure these are more complex (not more of the same) and utilise the 5 proficiencies (e.g., worded problems).	AfL All number formation is corrected, and learners respond accurately. All pupils reflect on their learning by using a 'traffic light' and a complex comment. Staff may scribe an ALN pupil's response, using blue ink. All pupils peer &/or self-assess at least once a week. This is signposted using appropriate sticker. Teachers provide learners with at least one, high quality, moving on comment/ closing the gap question, each week. The pupils respond in a more complex manner. This is acknowledged by the teacher e.g., 'Why can't this be right?' Marking comments are imperative statements that require a mathematical response. Do not use, 'can you' questions. When using 'challenge questions', ensure these are more complex (not more of the same) and utilise the 5 proficiencies (eg, worded problems)
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Assessment and Reporting

- Year 2 to Year 6 complete Star Maths assessments termly. Staff analyse the data to inform their planning and ensure progression.

- ALN, PBS and BS pupils, who are unable to score on the Star Maths Assessment, complete diagnostic interviews. Staff analyse the data to inform their planning and ensure progression.
- Reception and Year 1 complete diagnostic interviews at least once half termly to inform planning and ensure progression.
- Personalised Assessments: procedural and reasoning, are completed once yearly within the summer term and results are reported to parents at the end of the year.
- Nursery and Reception pupils complete a Baseline Assessment. Effective Baseline data analysis ensures all pupils make good progress from their starting point.
- All staff members track and monitor the progress of individual learners on the assessment trackers. Termly professional discussions take place to analyse the progress of all learners and identify next steps for development. All pupils receive termly test data via pupils' progress certificates.
- All pupils receive a Progress Report at the end of each academic year, giving information on the pupil's attainment and achievements in Maths. Targets/Next Steps are also provided for future development and improvement.

Intervention

At Griffithstown Primary School we support all learners to make good progress from their starting point through high quality differentiation, Blanks Levels, Precision Teaching and effective MAT opportunities.

Resources

Matters relating to electronic and physical resources, such as Mathletics or rulers, that affect the implementation of the policy must be immediately reported to the Maths and Numeracy Lead.

Growth Mindset

Learner resilience and independence is further developed through reference to the Learning Pit – a visual display that helps children to understand 'where they are' in the learning process at any given moment. The Learning Pit helps learners to recognise their emotions and help them persevere to overcome the challenges in a particular skill or experience.

Rights Respecting School (UNCRC)

We are committed to developing the whole school community's understanding of the United Nations Convention on the Rights of the Child. These rights are referenced in rich, authentic and creative learning opportunities.