

WIDEY COURT PRIMARY SCHOOL

Maths Policy



<i>Policy reviewed on:</i>	<i>September 2026</i>
<i>Date of next Review:</i>	<i>September 2027</i>
<i>Who reviewed this policy:</i>	<i>Camilla Bemister</i>

Introduction

- 1.1** Mathematics teaches us how to make sense of the world around us through developing the ability to calculate, to communicate, to reason and to solve problems. It enables children to explore, understand, and appreciate relationships and patterns in both number and shape-and-space in their everyday lives.
- 1.2** At Widey Court Primary School our Maths curriculum is designed to reflect our Teaching and Learning policy through which we aim to:
- promote curiosity, enjoyment and enthusiasm for learning through practical activity, exploration and discussion
 - develop mathematical skills and knowledge and quick recall of basic facts in line with National Curriculum Mathematics Programmes of Study
 - promote confidence and competence with numbers and the number system
 - develop the ability to think mathematically: solve problems through decision-making and reasoning in a range of contexts including real-life application
 - develop a practical understanding of how information is gathered and presented
 - explore features of 'shape and space', and develop measuring skills
 - develop personal skills such as perseverance and resilience
 - develop both independence, co-operation, collaboration and communication skills
 - understand the importance of mathematics in everyday life and promote mathematical thinking as a life skill.
- 1.3** Developments in Mathematics at Widey Court: we aim to be outward facing, evolutionary, forward thinking and responsive to change. The subject leader and SLT aspire to be part of the national conversation by using up to date research when making decisions. We play an active role in the Connect MAT Maths group; we are part of the Cornwall and Devon maths hub (CODE Maths - Sustaining Mastery); this includes attending and hosting TRG - Teacher Research Groups. EYFS to Year 5 have taken part in the NCETM Mastering Number project which is delivered daily in class. Within the school we also have a maths team who work with the subject leader and SLT to continually seek improvements and develop the shared understanding and delivery of our maths curriculum.

2 Teaching and Learning

- 2.1** We use the White Rose Maths approach which balances the acquisition of arithmetic skills with the ability to solve problems and develop reasoning skills. In KS1, we also use Primary Stars.

At White Rose, we understand the pivotal role that teachers and educators play in shaping the future lives of young people. Our resources, meticulously designed by expert teachers, reflect a commitment to excellence. Rooted in research on the teaching for

mastery approach, we provide a comprehensive progression for pupils, a rich bank of teaching resources and engaging professional development to inspire and empower individuals and teams.

At Widey Court, by using and adapting the White Rose planning framework and resources, we also aim to support the development of children's skills including opportunities for discussion, partner and group work, and children asking their own questions. Careful planning of key questions promotes higher order thinking skills. Children have opportunities to use a wide range of resources such as number lines, number squares, digit cards and small apparatus to support their work. All year groups also focus on the understanding and acquisition of number facts including number bonds and times tables. Additional resources also include NCETM and Nrich for deep and rich mathematical challenges. Teachers also use a range of sources for fluency practice when it is needed in addition to the White Rose materials. Morning work and additional sessions provide opportunities for recall and practice, In EYFS to Year 5, the children also learn number skills through the NCETM Mastering Number programme.

- 2.2 In all classes there are children of differing mathematical ability. We recognise this fact and provide suitable learning opportunities for all children by assessing their needs and matching the level of challenge or support as appropriate. We achieve this through a range of strategies and resources, for example in some lessons, group work may be used to target a specific need. A flexible approach to group work and partner work allows staff to respond to on-going daily assessments, reflecting current best practice under the principles of Assessment for Learning. We use teaching assistants to provide appropriate support to individuals or to groups of pupils. Teaching assistants are involved in helping teachers with the on-going daily assessment of children's learning: teachers and assistants have their knowledge, skills and understanding updated through involvement in school-based CPD.
- 2.3 Expectations for presentation of work: As a general principle, worksheets are used when teachers deem it necessary (e.g. to provide a framework for recording). According to the new EY framework, children in EYFS do not have specific expectations of how to record their maths but at Widey Court, whiteboards and worksheets are used when appropriate; number formation is practised on sheets too. From Year 1, children record their learning in A4 (and larger), 1cm² books. A ruler and pencil are used for any straight lines in Maths books. Children are expected to use the 'one-digit-per-box' rule when calculating using algorithms (traditional written methods); this approach supports the children's development of the understanding of place value.

3 Mathematics Curriculum Planning

- 3.1 Mathematics is a core subject in the National Curriculum, and we use the National Curriculum 2014 as the basis for implementing the statutory requirements of the programme of study for mathematics. Teachers adapt White Rose Maths medium term plans to match the needs of the children. Our teaching plans state the specific learning objectives for each lesson and the White Rose framework gives details of how the

lessons are to be taught through a series of carefully planned progressive steps.

We are careful to give due consideration to the wide range of children's abilities: planning includes objectives that are relevant to the children's needs and may be taken from the year group below, to provide support as appropriate. EYFS to Year 5 are also using the NCETM Mastering Number programme to support additive reasoning in short-burst additional teaching sessions.

- 3.2 Progression, continuity and consistency in Mathematics are also supported by an agreed whole-school approach to the development of written methods. The Calculations Policy supports the methods taught through the White Rose framework.
- 3.3 The Senior Leadership Team and the Maths Subject Leader are responsible for monitoring the mathematics planning within our school. The governors take an active role in the subject of mathematics and are involved in visits to the school which include reviewing the planning process.

4 The Early Years Foundation Stage

- 4.1 In our Foundation Unit we teach mathematics through the framework for the Early Years Foundation Stage:

[Mathematics - Help for early years providers - GOV.UK \(education.gov.uk\)](https://www.gov.uk/education/government/department/department-for-education/early-years/early-years-foundation-stage/early-years-foundation-stage-mathematics)

Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers.

By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built.

In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures.

It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

Widey Court are also using the NCETM Mastering Number programme to support additive reasoning in short additional teaching sessions.

5 Teaching Mathematics to all children – the inclusive offer

- 5.1** At Widey Court Primary School we aim to provide an inclusive education to all pupils. Effective pupil tracking enables identification of pupils who may benefit from intervention at an appropriate level. Work in mathematics takes into account the targets set for individual children in their Individual Education Plans (IEPs) and Education, Health and Care plans (EHCs). We also recognise, and aim to make provision for, pupils who have a particular ability in mathematics, children who require tailored support to help tackle disadvantage in all its forms, and we promote equality and equity in line with our school ethos and values.

6 Responses to Children's Work, Assessment and Recording

- 6.1** We recognise the importance of responding to children's work to provide praise and feedback as outlined in **the school's marking policy**. These responses include oral feedback, written feedback, and where appropriate, peer feedback. Children's work may also be displayed, celebrated (termly maths award), and communicated to others. At Widey Court Primary School we recognise that Assessment for Learning lies at the heart of quality provision, effective learning and in raising standards of attainment. We further recognise that effective AfL depends on *using* the information gained. Please see **the school's Assessment for Learning policy** for further information. The assessment procedure within our school includes a range of formative and summative techniques as outlined below:

- Making ongoing assessments and responding appropriately to pupils during 'day-to-day' teaching. These 'immediate' responses are mainly verbal and might not be recorded. Written feedback in books responds to specific lesson objectives or other criteria as relevant to age-and-stage.
- Adjusting planning and teaching (including the organisation of groups) within units and within lessons in response to pupils' performance.
- Formative assessment: Children's progress against objectives is used to inform subsequent planning teaching
- Pupils also use self-assessment and peer-assessment to reflect on their learning.
- Summative assessment also takes place at the end of Key Stage 1 and 2.
- White Rose Termly tests are also used. These link to the termly objectives and have marking schemes which help teachers to judge progress and attainment via separate arithmetic and reasoning assessment papers.

In response to formative and summative assessments, teachers identify children needing additional support, resources, adaptations to teaching and learning activities, and inclusion in pre-teach and post-teach sessions.

7 Attainment and standards

- 7.1** Attainment and standards are measured through the assessment process as outlined above. Pupil Progress Meetings take place at least 3 times a year and enable review and discussion of pupil progress. The SLT review the outcomes of the PPMs which leads to the development of action points designed to adapt the provision, target support, and provide consolidation and extension of challenge as required.

8 Parents - building relationships that support children's wellbeing and learning

- 8.1** Parents are involved in the learning process by supporting the learning of number facts and with Maths homework. Children start with number bonds and progress to times-tables. Testing takes place in school and parents are kept informed of children's progress.
- 8.2** The school website is a source of helpful information for parents and children. There are a wide range of Maths activities available with links to an online maths glossary.
- 8.3** The school's Family Support Advisor liaises with the Maths subject leader when parents raise issues concerned with Maths.
- 8.4** Parents are kept informed of their child's progress through a series of regular scheduled meetings and reports. Parents and teachers may also discuss progress and any concerns through various channels: phone calls, conversations in person before or after school, emails, praise notes and certificates sent home.

This policy was reviewed in September 2026; next review scheduled for September 2027.

Headteacher Name:	Governor Name:
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Signature	
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Date:	
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