St Martin and St Mary C of E Primary School

MATHEMATICS POLICY

Approved by	
Name:	Amy Thompson
Position:	Maths Governor
Signed:	*Amy Thompson*
Date:	September 2025
Proposed Review date:	September 2027

REVIEW SHEET

Each entry in this table summarises the changes to this policy and procedures made since the last review (if any).

Version Number	Version Description	Date of Revision
1	Original in this format	February 2024
2	Reviewed	September 2025

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Our School Vision and Values

As a Christian school, St Martin and St Mary is an inclusive and happy community; nurturing confidence, a thirst for learning and resilience in a safe loving environment. Our priority is developing the whole child spiritually, emotionally, physically and academically to live the most rewarding life.

'Life in all its fullness' John 10.10

Our school values are at the core of everything we do. They underpin our teaching and learning, and provide an environment which prepares our pupils as confident, happy citizens. The aim of this school is to provide a rich, broad and balanced education within a caring and stimulating Christian environment, serving the whole school community. To create an environment in which learners are encouraged to fulfil their potential and make a positive contribution to their society.

At St Martin and St Mary these are the Christian values that are the most important for our school. These values help make our school a great place to be.

Friendship Love Forgiveness Trust Honesty Faith

Our vision and values underpin our interactions and the way we treat and respect everyone we encounter in school. Children and adults need to feel safe, valued, respected and protected as they learn and as they play.

St Martin and St Mary C of E Primary School

Mathematics Policy September 2025

St Martin and St Mary
Church of England Primary School

Introduction
This document is a statement of the aims, principles and strategies for the teaching and learning of Mathematics at St. Martin and St. Mary C. of E. Primary School, Windermere. It was developed during the Spring Term of 2024, through consultation with the teaching staff.

Vision Statement for St. Martin and St. Mary C. of E. Primary School
As a Christian school, St Martin and St Mary is an inclusive and happy community; nurturing confidence, a thirst for learning and resilience in a safe, loving environment. Our priority is developing the whole child spiritually, emotionally, physically and academically to live the most rewarding life.

What is Mathematics?
Mathematics teaches children how to make sense of the world around them through developing their ability to use number, calculate, reason and solve problems. It helps children to understand relationships and patterns in both number and space in their everyday lives. The Mathematics curriculum should be bold, provide breadth and balance

and be relevant to suit the needs of all children in the modern world. It should be flexible; motivating all pupils, thus encouraging success at all levels.

Aims

General
To ensure that all staff, children, parents/carers and Governors are aware of the aims for learning and teaching of Mathematics at St Martin and St Mary C. Of E. Primary School and that these are consistently applied.

School Staff

- To promote a confident, positive attitude towards the learning and use of Mathematics making it an enjoyable experience.
- To promote confidence, competence and fluency with numbers and the number system.
- To encourage pupils by promoting true belief in every child that they can all, with hard work, be good at Mathematics through promoting a ***Growth Mindset***.
- To promote the ability to solve problems through connecting ideas, decision-making and applying their mathematical skills in a range of contexts, including other subjects such as Science, Geography and Art/Design Technology.
- To promote oracy in Maths through encouraging pupils to mathematical reasoning by following a line of enquiry, developing an argument and making justifications using mathematical language.
- To promote a practical understanding of the ways in which information is gathered, presented and used.
- To promote the exploration of features of shape and space and develop measuring skills in a range of contexts. To understand the importance of Mathematics in everyday use, especially in relation to essential life skills, such as telling the time and understanding money.

Children

- To develop an enjoyment of learning through practical activity, investigation, exploration; practising of skills, concepts and discussion.
- To develop confidence, competence and fluency with numbers and the number system.
- To develop the ability to solve problems through connecting ideas, decision-making and applying their mathematical skills in a range of contexts, including other subjects such as Science, Geography and Art/Design and Technology.
- To develop the ability to reason mathematically by following a line of enquiry, developing an argument and making justifications using mathematical language.
- To develop a practical understanding of the ways in which information is gathered and presented.
- To explore features of shape and space and develop measuring skills in a range of contexts.
- To understand the importance of Mathematics in everyday life, especially in relation to essential life skills, such as telling the time and handling money.
- To demonstrate positive attitudes towards Mathematics by developing their confidence, independence, persistence and co-operation skills and practise **Growth Mindset** principles in a Mathematical context.

Principles of the Teaching and Learning of Mathematics
Mathematics is a core subject in the National Curriculum. We use the National Curriculum Programmes of Study and the additional 2020 Guidance to support the planning and teaching of mathematics in our school. Skills, knowledge and understanding are planned and taught as follows:

a) EYFS:
Numbers
Shape, Space and Measure

b) Year 1 Programmes of Study :
Number – number and place value
Number – addition and subtraction
Number - multiplication and division
Number – fractions
Measurement
Geometry – properties of shapes
Geometry – position and direction

c) Year 2 Programmes of Study :

Number – number and place value
Number – addition and subtraction
Number - multiplication and division
Number – fractions
Measurement
Geometry – properties of shapes
Geometry – position and direction
Statistics

d) Year 3 Programmes of Study :

Number – number and place value
Number – addition and subtraction
Number - multiplication and division
Number – fractions
Measurement
Geometry – properties of shapes
Geometry – position and direction
Statistics

e) Year 4 Programmes of Study :

Number – number and place value
Number – addition and subtraction
Number - multiplication and division
Number – fractions
Measurement
Geometry – properties of shapes
Geometry – position and direction
Statistics

f) Year 5 Programmes of Study :

Number – number and place value
Number – addition and subtraction
Number - multiplication and division
Number – fractions including decimals and percentages
Measurement
Geometry – properties of shapes
Geometry – position and direction
Statistics

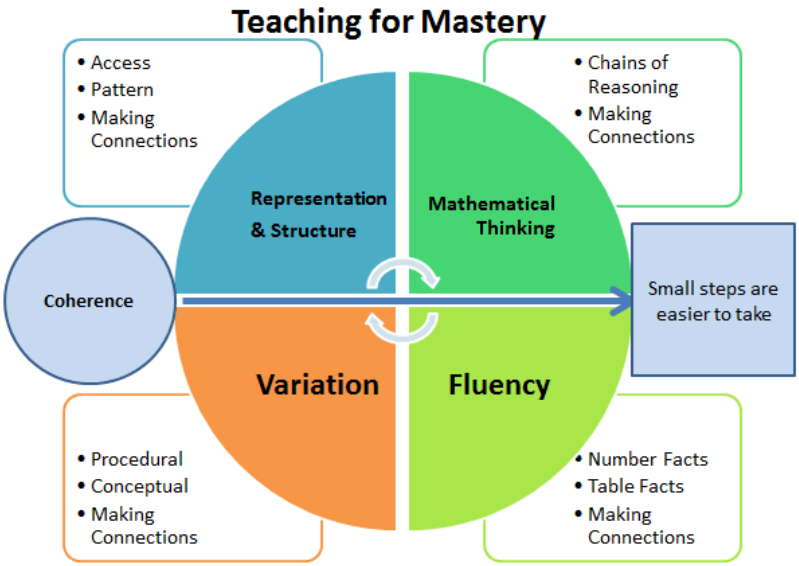
g) Y6 Programmes of Study :

Number – number and place value
Number – addition, subtraction, multiplication and division
Number – fractions including decimals and percentages
Ratio and proportion
Algebra
Measurement
Geometry – properties of shapes
Geometry – position and direction
Statistics

Developing Mastery in Mathematics at St. Martin and St. Mary C. of E. Primary School

To support the National Curriculum Programmes of Study, we have been part of the North West Maths Hub Mastery Project since September 2016. Initially, we trialed the NCETM resources for assessment of Mastery Skills and from September 2017 we started to use the Mastery-learning model to support our approach to teaching Mathematics. This is a reflective process and it's development is ongoing.

Our teaching for Mastery is underpinned by the NCETM's '5 Big Ideas.'



Teaching for Mastery at our school involves teaching each area of the Maths curriculum to a greater depth. Learning is now taken at a steadier and deeper pace, ensuring that no child is left behind, as well as providing deeper and richer experiences for **all** children. We focus on children achieving what is expected of their age group, as evidence shows that children need to be able to understand a concept, apply it in a range of situations and then demonstrate mathematical dexterity to really understand it. At our school children will not be taught content from the year above, they will spend time becoming masters of content, applying and being creative with new knowledge and skills in multiple ways.

In short, this means working towards:

- Teaching less, learning more: less teacher talk and more evidencing learning and progress.
- No child left behind: through interventions all children are given the opportunity to keep up every day.
- Space and time given in the timetable to experience and apply.
- Developing fluency through real life applications wherever possible to make learning relevant and not abstract; nothing should be taught without a purpose.

All of this means that there is a change in the way we teach and assess children:

- Verbal feedback is given during lessons, shorter written comments in books.
- Spending longer time, where necessary, on one idea.
- Where children experience problems – same day, or next day intervention is practised, to ensure that each child is more confident for their next stage of learning.

Mastering Number

In September 2024 we began implementing the Mastering Number Programme (developed by the NCETM) in EYFS and Key Stage 1. This programme helps pupils build confidence in number sense by developing fluency, subitising skills, recall of number facts, and understanding of additive relationships through carefully structured sessions. These lessons combine concrete resources (e.g. counters, base ten, rekenreks), pictorial representations, and written numbers to support a deeper understanding of maths. Following positive feedback from staff and pupils, and observing the impact of these sessions, we have decided to continue with the Embedding Phase of the programme from September 2025.

Breadth of Study

The mathematics curriculum is taught as a subject with additional cross-curricular links. Throughout the whole curriculum, opportunities exist to extend and promote mathematics. Teachers seek to take advantage of all opportunities to provide a broad and balanced curriculum. Evidence of cross-curricular learning is collected and evaluated by the Maths Leaders on a regular basis.

EYFS

All EYFS children have access to mathematical activities every day through continuous provision. This provision encourages children to explore mathematical concepts actively during their play-based learning. The use of

concrete objects helps to support children's mathematical understanding. Nursery and Reception children also have shared maths sessions and small group work.

Key Stage 1 and Key Stage 2
Mathematics is taught for five hours each week. This may involve one hour lessons, or longer blocks of lessons where this is the most appropriate teaching strategy.

Through careful planning and preparation, we aim to ensure that throughout the school children are given opportunities for:

- Practical activities and mathematical games to consolidate skills.
- Problem solving and investigational activities.
- Individual, group and whole class discussions and activities.
- Open and closed tasks.
- A range of methods of calculating. For example - mental methods and pencil and paper strategies.
- Working with computers as a mathematical tool.
- The use of mathematics involving quick/instant recall of mathematical facts.

Scheme of Work
Our school scheme of work is a working document and as such is composed of ongoing plans produced on a weekly basis, or for a unit/block of Maths learning. All planning is developed using the National Curriculum for Mathematics and takes into consideration the needs of our children.

In addition, we follow the 'St Martin and St Mary Written Strategies Guideline,' and the 'St Martin and St Mary Times Tables Progression Document.' Both documents have been discussed and agreed during staff meetings and were updated during the Autumn Term 2020 and are currently under review (Academic Year 2023-2024 – to be in practise September 2024).

EYFS follows the guidelines of the Early Years Foundation Stage and this is supported by a range of published resources and software packages. This ensures that they are working towards the 'Early Learning Goals for Mathematics.

Teacher's Planning and Organisation

Teachers plan in year group teams. Weekly/unit plans reflect the National Curriculum for Mathematics Programmes of Study and follow the guidance of the Maths Leaders.

There is no specialist teaching of Mathematics, it is taught by class teachers.

Teaching assistants are used to support teaching and learning in Mathematics through instant intervention.

Lessons are planned by teachers and are collected and monitored by the Maths Leaders and the Headteacher. These lessons build up to create a scheme of work.

The approach to the teaching of mathematics within the school is based on three key principles:

- A mathematics lesson every day, or organised so that the children receive a minimum of 5 hours of mathematics each week.
- A clear focus on direct, instructional teaching and interactive oral work with the whole class and group
- An emphasis on a **Growth Mindset** approach to teaching and learning of mathematics.

Special Educational Needs and Disabilities

Children with SEND are taught within the daily mathematics lesson and are encouraged to take part when and where possible (please see the section on inclusion), using appropriate support, activities and resources.

Where applicable children's ILPs incorporate suitable objectives in line with the National Curriculum for Maths and teachers keep these objectives in mind when planning work.

When additional support staff are available to support groups, or individual children, the children work collaboratively in a small group, or one-to-one. Written, or verbal feedback is shared between the teacher and support staff.

Only when children's learning is identified as needing a more specialised curriculum by their EHCP, will children be offered a different programme of learning to that which is being followed by the other children in their class.

Within the daily mathematics lesson teachers not only provide activities to support children who find mathematics difficult, but also activities that provide appropriate challenges for children who are high achievers in mathematics. All children are provided with opportunities to practise their learning to a greater depth.

Inclusion

Differentiation for SEND children is incorporated into mathematics lessons where relevant and is included using a range of strategies:

- *Stepped Activities which become more difficult and demanding, but cater for the less able in the early sections.*
- *Common Tasks which are open ended activities/investigations where differentiation is by outcome.*
- *Resourcing provides a variety of resources which are used to help different children to achieve a similar learning objective, depending on their ability. For example - Base 10, Numicon, counters, cubes, 100 squares, number lines, mirrors etc.*

Equal Opportunities

As a staff we endeavour to maintain an awareness of and to provide for equal opportunities for all our pupils in mathematics. We aim to take into account cultural background, gender and special needs.

We incorporate mathematics into a wide range of cross-curricular subjects and seek to take advantage of multi-cultural aspects of mathematics.

In the daily mathematics lessons we support children with English as an additional language in a variety of ways. For example – repeating instructions, speaking clearly, emphasising key words, using picture cues and vocabulary banks and providing additional adult support for children with EAL.

Assessment and Record Keeping

We aim to make our assessment of mathematics as manageable as possible and to inform our planning directly.

EYFS and Key Stage 1

Feedback to pupils is usually verbal and done while the task is being carried out. Sometimes a comment is written on the children's work – this is mainly to support assessment. At all times the aim is to be encouraging and supportive. This is line with the feedback policy.

Formative Assessment and Summative Assessments

Each class teacher has an ongoing informal record which is used to inform future planning. KS1 teachers use half termly assessments linked to the key objectives for the half term. They also keep weekly records of children's progress based on observation and work in Maths books. Year 2 teachers use examples of past SATs papers and White Rose Hub assessment resources.

Using the Development Matters' standards, Nursery staff carry out a baseline assessment within the first six weeks of the child starting Nursery. This identifies which age range the child is working within. At the end of the year and also mid-term, Nursery carries out a summative assessment on each child and inputs this data into Scholarpack. This information is then shared as part of the transition process as the children transfer to Reception.

Six weeks after entry into Reception, a further baseline assessment is made of each child. Reception staff update progress in the development matters, towards the Early Learning Goals, for each child as an ongoing procedure throughout each term. This data is collated and the data is used to inform the teachers planning. Assessment is undertaken by observation of each child in child initiated activities and teacher led tasks. Each child's progress is reviewed termly using development matters. At the end of their Reception year each child's progress is assessed against the Reception Baseline Assessment (RBA) and children are assessed to be either: emerging, expected or exceeding in their development.

At the end of the Summer Term the Early Years Foundation Leader informs the local authority of the children's individual progress using the data collated.

Key Stage 2

Feedback to pupils can be verbal and done whilst tasks/lessons/live marking is in progress. Written feedback is given when teachers mark work – this is to support assessment and will indicate whether the child has met the learning objective of the task. Next steps for learning will either be made verbally, or in the form of written feedback.

Formative Assessment and Summative Assessment

Each class teacher again has an ongoing informal assessment record which is used to inform future planning.

Each child in Year 3 to Year 5 is assessed formally at the end of October each year and again in the Spring and Summer Term to monitor progress using White Rose End of Term tests. As well as this, each year group assesses children's progress using summative assessment at the end of each unit of teaching.

Times Tables and mental maths skills are assessed using a variety of strategies, involving formative and summative assessment across the academic year. Year 4 children's Times Tables recall is formally assessed in June each year. (MTC)

Year 6 will administer the previous year's Maths SATs tests in September and then the children sit the statutory Maths SATs test in May as their final summative assessment.

All children's levels are entered into the whole school tracking system using Scholarpack/Arbor, to show progression and their progress is monitored on a termly basis by the Headteacher, Assessment Leader and teaching staff.

Target Setting and Tracking

Children's attainment is entered onto a whole school tracking system (Scholarpack)/Arbor. This progress is reviewed with the class teachers and Assessment Leader each term and is used to inform teachers planning and any interventions which are needed for target children.

Teachers highly value feedback from each child's previous class teacher.

Strategies for Recording and Reporting

Reporting to parents occurs during interviews in the Autumn and Spring Terms. In the Summer Term a written report is sent to every parent, informing them of their child's progress in mathematics. Reporting in mathematics will focus on each child's attitude to mathematics, competence in basic skills and ability to apply mathematical knowledge to new situations.

Monitoring and Evaluation

The Maths Leaders use learning walks periodically throughout the year to collate examples of mathematics throughout the school. They are released regularly to work alongside teachers. This time is used to monitor and evaluate the standards of quality teaching and learning environments throughout the school and also to support teachers in the classroom.

Opportunities for teachers to review the scheme, policy and published materials are given on a regular basis during staff meetings.

Homework

It is our school policy to provide parents and carers with opportunities to work with their children at home. These activities are valuable in promoting children's learning in mathematics.

Activities are sent home on a regular basis (see Homework Policy). Year2 and Key Stage 2 children have access to

Times Table Rockstars, allowing the children to compete against each other in class battles and develop their recall of Times Tables using 'Studio,' activities.

In addition, the children also undertake the following homework within their year group:

Years 1 and 2:

- Each child has a Homework Folder. This includes resources and an activity guide for parents so that they can work with their children to develop mathematics skills (with a focus on development of mental maths skills).
- Year 1 and 2 children undertake weekly Maths homework activities. These activities are based on the current classroom maths focus topic. This enables the children to practise maths skills covered in the classroom.

Key Stage 2:

- Each child has access to a Mathematics Homework Folder/resources, so that parents can work with their children to develop mathematics skills (with a focus on development of mental maths skills).
- Children are given activities to help them to learn their Times Tables at home.
- A variety of homework experiences will be offered over each term, such as open-ended activities and activities based on practising skills. These activities will be referred to and valued in future lessons. The majority of these homework activities will consolidate learning objectives covered in class lessons during the week.
- In Year 6 children will also be given activities linked to revision activities which are carried out in class.

Resources

EYFS:

- The majority of resources are stored in classrooms. Teachers also have access to resources stored in the central maths resources area.

Key Stage 1:

- The majority of resources are stored in the central Maths resource area in the upstairs corridor. Teachers take the resources they need and return them after use.
- Each class teacher stores a collection of regularly used resources in their classroom.

Key Stage 2:

- All resources are stored in the central Maths resource area in the upstairs corridor. Teachers take the resources they need and return them after use.

Resources are regularly checked and audited by the Mathematics Leaders. Staff make the Maths Leaders aware of resources which they feel they need to complement/support their teaching and resources are ordered according to the mathematics budget and yearly audits.