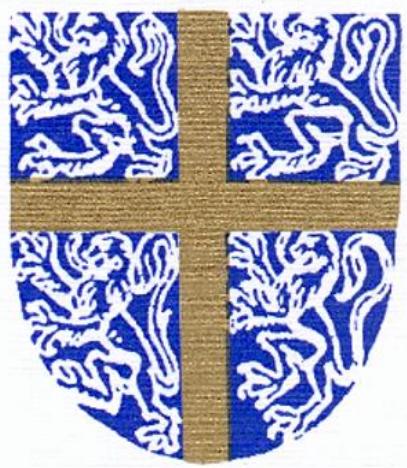


William Cassidy Church of England Primary School

Maths Policy Statement

*'Life in all Fullness'
(John 10:10)*



As a school, we want to provide our learners with the very best education. To let them experience life in all its fullness and living with all their heart. Our main core value of love underpins all that we do. Our school is Christ-centred and our core Christian values of love, respect, courage, service and resilience flow through every aspect of school life. It is on this bedrock that we provide an excellent education for our whole school family. We want our entire school community to be the very best that they can be and to recognise that they are precious, loved and valued.

Our Vision and Values

An intrinsic part of our maths curriculum is the clear connection to our Christian vision of life in all its fullness. We believe that maths is not just an academic subject to be studied; even though there is value to this in itself. It is a vital component in ensuring that all our learners have access to a full and varied life, both now and in the future. An understanding of basic maths skills is essential to operate fully in society today, however, by meeting challenges and exploring problems, children will develop other skills which can be applied throughout many aspects of their life. Our curriculum is structured to encompass our core values of love, resilience, courage, respect and service.

Through collaborative projects and the 'guided practise' part of the maths scheme, students learn the importance of working together and supporting one another, emphasising the need to show love and respect regardless of the successes or challenges they may encounter. Pupils are encouraged to approach challenges with resilience and courage, understanding that setbacks are part of the learning journey and that a respectful and caring environment will always achieve a more positive outcome.

By integrating these values into our maths education, we aim to develop compassionate and responsible individuals who are equipped to contribute positively to society. Together, we nurture a generation that embraces knowledge with a heart for service, embodying our vision of living life to the fullest.

Mathematics Intent

At William Cassidy, our mathematics intent is to create a curriculum that is accessible to all abilities through a concrete-pictorial-abstract (C-P-A) approach that enables children to have a deeper understanding of mathematic concepts. We aim to ensure that this curriculum promotes enjoyment and enthusiasm for learning, gives opportunities daily for exploration and discussion ensuring that a key focus is on children's vocabulary. We want to promote confidence and competence with numbers and the

number system; develop the ability to solve problems through decision-making and for children to understand the reasons why mathematics is key in everyday life. We would like children to make firm connections across the different areas of maths and use their knowledge in other subjects.

Principles of the Teaching and Learning of Mathematics

Mathematics is important because:

- it is widely used in society, both in everyday situations and in the world of work
- it can be used to represent or communicate ideas, to predict, to explain and to verify
- it is interesting and enjoyable, providing intellectual challenge and aesthetic pleasure.

Aims of Mathematics

At William Cassidy School we aim to:

- develop mastery
- emphasise problem solving to utilise pupils' core competencies
- increase opportunities to develop a rational understanding of mathematical concepts
- continually present pupils with opportunities to apply skills in a variety of ways
- foster an awareness of the need for mathematics.
- raise the status of maths in school and at home.
- develop an atmosphere in which children feel confident to question
- develop independence of thought
- pursue investigational lines of enquiry
- increase the awareness, quality and variety of appropriate mathematical language
- equip children with specific mathematical skills, relevant to everyday living
- develop logical thinking

All children will be encouraged to:

- apply all mathematical skills to different situations
- explain and justify their thinking

- have a sense of the size of a number and where it fits into the number system
- know by heart number facts (number bonds, multiplication tables, doubles and halves)
- use their knowledge to answer questions mentally
- calculate accurately and efficiently, both mentally and with pencil and paper
- recognise when it is appropriate to use a calculator, and be able to do so effectively
- 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
- suggest suitable units for measuring and make sensible estimates of measurements
- explain and make predictions in graphs, diagrams, charts and tables
- read and spell mathematical vocabulary, at a level consistent with their increasing word reading and spelling knowledge.

The Teaching of Mathematics

The 2014 curriculum programmes of study for mathematics are set out year-by-year for Key Stages 1 and 2. Within each key stage, we have the flexibility to introduce content earlier or later than set out in the programme of study in order to ensure a secure base for progression but also to challenge and extend learning.

The Singapore method for teaching mathematics has been adopted with the Maths-No Problem scheme being used. This is a comprehensive series that adopts a spiral design with built up mathematical concepts and processes adapted from the maths mastery approaches used in Singapore, whilst meeting the requirements for the 2014 National Curriculum. The Concreter-Pictorial-Abstract approach forms an integral part of the teaching and learning process.

Mathematics is taught for approximately 6 hours per week (usually 60 minutes sessions each morning, plus short additional sessions at other points in the day), in age related classes, where applicable. Flexibility is given to those pupils who have specific needs regarding their maths and therefore may be accommodated for through differentiation, support in class or very occasionally, by being taught within a different, more appropriate class. I.C.T and other curriculum areas are also used for the teaching of mathematics where skills are practised through different activities.

Daily short 'recap' sessions are also undertaken outside of the maths lesson. In KS1 this takes the form of maths mats and other revision activities. In KS2 children practise using the Myminimaths website for their age range. These aim to help children continuously practise the four basic operations of addition, subtraction, division and multiplication and also consolidate skills from other areas of the maths curriculum through repetition and hearing the explanation of their thinking behind the oral responses given.

Mathematics lessons include opportunities for:

- demonstration, explanation and instruction by the teacher to groups, individuals and the whole class
- whole class and group discussions
- guided practice whereby children can discuss and record their investigations and thinking
- practical activities to provide meaningful context
- practical activities to consolidate skills which have been learned
- the use of mental mathematics, involving quick recall of simple mathematical facts
- problem solving and investigational activities
- developing and extending their techniques and strategies
- preparing children for their future learning

Within lessons there will be a good balance between whole-class work, group and partner work, (including guided group activities) and individual practice. Children benefit from the emphasis on oral and mental work and participating in watching and listening to other children demonstrating and explaining their methods.

These activities will be extended through out-of-class activities and weekly homework. Teachers from Years 1 to 6 set the children weekly homework using a combination of online learning tools including Times Table Rockstars challenges and quizzes.

The Foundation Stage

The curriculum for the Foundation Stage underpins all future learning by supporting, fostering, promoting and developing children's mathematics with opportunities to develop their understanding of number, measurement, pattern, shape and space, by providing a broad range of contexts in which they can explore, enjoy, learn, practise and talk about them. The overall aim of the Foundation Stage for Mathematics is that children achieve the Early Learning Goals and work towards a dedicated maths session each day, in preparation for Key Stage One.

Maths No Problem was extended to include Reception children from September 2021, supporting the above learning through a combination of activities and stories and also introducing the children to the format used throughout the rest of the school. In Nursery, White Rose mathematics is utilised which incorporates some of the models used in Maths No Problem, ensuring continuity throughout.

Planning

The lesson objectives relating to the 2014 Curriculum for Mathematics are clearly identified in the daily lesson plans within the Maths-No Problem scheme. In addition to this, chapters within the scheme, again reflecting the requirements of the National Curriculum, form the basis for long and medium term planning. Planning is monitored by the subject leader.

Work is differentiated to meet the ability needs of the children in each band. Teachers will aim to include all pupils fully in their daily mathematics lessons. Children with SEN will follow all aspects of the Foundation Stage and the 2014 Curriculum for Mathematics, as appropriate. Intervention programmes may take place within Years 1-6; however, a pupil whose difficulties are severe or complex may need to be supported with an individualised programme in the main part of the lesson, online

support such as Dynamo or by accessing more appropriate content within another class.

Assessment

Pupils' progress is assessed through: ongoing formative assessment within lessons and summative assessment at the end of units and termly, using those provided in the Maths No Problem scheme. Assessments are used to identify children's strengths and difficulties, to set targets for them to achieve and to plan the next stage of work. These targets are reviewed regularly and discussed with parents in consultation meetings.

Attainment and progress in maths are monitored and recorded on the school MIS and the end of year assessment is carried over to provide a baseline for the following year. Data is then analysed across the whole school by the maths lead who can strategically analyse this to unpick the attainment and progress of specific groups such as: boys, girls, PP, non PP and SEND.

Short-term assessments are an informal part of every lesson to check understanding and give the teacher information which will help them to adjust their day-to-day lesson plans.

Suitable tasks for assessment include:

- small group discussions perhaps in the context of a practical task,
- specific assignments for individual pupils,
- individual discussions in which children are encouraged to appraise their own work and progress.
- assess and review for some children.
- assessment for learning activities such as talk partners and circle time.

Formal summative assessment is carried out at the end of National Curriculum Key Stage 2 (ie in Year 6). A statutory multiplication tables check is also conducted in June for all Year 4 pupils. In the Early Years Foundation Stage, initial assessment is carried out in Reception through the Reception Baseline Assessment (RBA) introduced in September 2021 in conjunction with discussions between professionals. Within Nursery baseline assessments are completed through observation and professional

discussions. Throughout our EYFS, maths is assessed throughout the year as part of each child's EYFS profile, and a judgement against the mathematics Early Learning Goal is made at the end of Reception.

Children's progress is recorded and reported to parents in the summer term and information forwarded to the child's next teacher. Reporting in mathematics will focus on each child's attitudes to mathematics, competence in basic skills and the ability to apply mathematical knowledge to new situations and explain their reasoning behind this.

Marking

Oral feedback is given to pupils about their own progress in mathematics and through the marking of work. Effective marking aims to be encouraging and supportive. It can include ticks and written comments with errors clearly indicated and next steps identified, if appropriate, but also can be in the form of self - mark sessions at the end of lessons. Self- marking is used primarily in KS2 and provides children with the opportunity to explain their methods and listen to how other children have approached tasks. Mis-understandings can also be addressed in real time.

Links between Mathematics and other subjects

Mathematics contributes to many subjects within the primary curriculum. Opportunities will be sought to draw mathematical experience out of a wide range of activities including STEM weeks and National Numeracy Day. This will allow children to begin to use and apply mathematics in real contexts and help to positively promote maths as a subject

Home -School - Community links

The school recognises and endeavours to foster strong links with mathematical learning at home. Parent / Teacher consultations and written reports all contribute to this, providing opportunity for feedback from parents / carers on how best to support their child

and concerns they have regarding their competency in maths. In addition, a renewal of a calculation support booklet will be distributed on a regular basis so that parents / carers can see some of the methods used in school and how these change and progress throughout the different year groups. Further support is given through maths workshops aimed at demonstrating some of these calculation methods and also where parents and carers can voice any concerns and have face to face discussions about how best to promote and support maths. Information is also signposted on where they can get further help to improve their own numeracy skills.

The school aims to promote the importance of maths further by celebrating National Numeracy Day and by also involving outside agencies and organisations in career events, STEM activities, assemblies and visits to school, exploring the real-life opportunities for maths and also creating enthusiasm and enjoyment of the subject for the whole school community.

Resources

A broad range of resources are available to aid learning. Resources in mathematics include:

- sets of Maths - No Problem textbooks and workbooks with an on-line provision to complement this
- a selection of group resources for each table to aid their work and provide further Concrete-Pictorial-Abstract opportunities.
- a further selection of resources stored in each classroom designed to support the Concrete-Pictorial-Abstract approach to teaching
- a range of mathematical resources that can be used across all age groups are stored in central cupboards.
- Apps and other technological resources such as Numbots, Times Table Rockstars and Dynamo are used in various ways to support teaching and motivate children's learning.

Equal Opportunities

Every child at William Cassidy, regardless of ability gender or ethnicity, has access to a broad and balanced curriculum within

the teaching and learning of mathematics ensuring that the school vision - Life In All Fullness - is experienced by all.

Policy approved by the Governing Body: January 2026

Date of next review: January 2027