St Faith's

Church of England
Infant and Nursery School

Mathematics Policy 2025

Introduction

As a Church School, the distinctive Christian values of respect, compassion, trust, justice, friendship and community are promoted through the experiences we offer to all our pupils, to give pupils the knowledge, skills and understanding that they require to lead confident, healthy and independent lives. We promote the teaching and understanding of fundamental British values in order to prepare pupils for life in modern Britain. We positively teach the values of democracy, the rule of law, individual liberty, mutual respect for and tolerance of those with different faiths and beliefs and for those without faith. Teaching the fundamental British values helps the children to become informed, active and responsible citizens.

This policy outlines the purpose, nature and management of ***Maths*** *in our school. It reflects the consensus of opinion of all members of staff. It is based on current practice and has the full agreement of the governing body. The implementation of this policy is the responsibility of the Head teacher, teaching staff and support staff. It is our collective responsibility to raise awareness and that all policies are known, understood and used in an appropriate way.*

Nature of subject

"Mathematics is a creative and highly inter-connected discipline that has been developed over centuries, providing the solution to some of history's most intriguing problems. It is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment. A high-quality mathematics education therefore provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject." (Mathematics, The National Curriculum for England)

Mathematics is set out in the National Curriculum, (Mathematics, The National Curriculum for England) under the headings – ***Number:*** *number and place value, addition and subtraction, multiplication and division, fractions;* ***Measurement:*** *measures,* ***Geometry:*** *properties of shapes, position, direction, motion;* ***Statistics***

Intent

At St Faiths, We aim to create independent mathematicians. Our approach aims to provide all children with full access to the curriculum, enabling them to develop:

- *Confidence*
- *Independence*
- *Competence*

Through a high-quality curriculum children will become:

- *Fluent in the fundamentals of mathematics*
- *Reason mathematically*
- *Solve problems*
- *Equip children with the foundations of maths essential to everyday life.*

Implementation

We aim to encourage our children to remember knowledge and build on their prior learning by:

- *Ensuring we carefully consider how knowledge is sequenced.*

Use a learning sequence that supports children through the use of:

- *Practical equipment (enactive stage)*
- *Representational images and resources (iconic)*
- *Symbols (abstract)*
- *Children are explicitly taught the skills of subitising, cardinality, ordinality and counting, composition and comparison.*
- *Children are expected to use Stem Sentences to develop their use of mathematical language.*
- *All learners will be assessed within their classes and then supported in line with the school's commitment to inclusion, through careful planning that is adapted to stretch, guide and support every member of every class.*
- *Using the Progression and Skills Document (which is in line with EYFS and National Curriculum) teachers will plan for learning carefully throughout the year in order to ensure progress is made in each term and across each year group.*

Early Years

In the EYFS, the ways in which every child engages with other people and their environment – playing and exploring, active learning, and creating and thinking critically – underpin learning and development across all areas and support the child to remain an effective and motivated learner. Our young mathematicians will be provided with many exciting opportunities, through planned purposeful play and a mix of adult-led and child-initiated activities, to develop and improve their skills in counting, understanding and using ***numbers****, calculating simple* ***addition*** *and* ***subtraction problems****; and to describe* ***shapes****,* ***spaces****, and* ***measure****.*

We follow the NCETM scheme, Mastering Number in Reception, which provides a range of opportunities for children to become fluent in the fundamentals of mathematics, to reason mathematically in a range of situations and to develop skills in problem solving. Children are explicitly taught the skills of subitising, cardinality, ordinality and counting, composition and comparison.

Development Matters and White Rose Maths, supports our teaching in Shape, Space and Measure.

In Nursery we have developed a sequence of work which is supported by Development Matters, NCETM and NRICH and teaches the children the skills they need before they start in Reception.

Key Stage 1

Throughout ***Key Stage 1****, we follow White Rose Maths, adapting it as appropriate to fully support the needs of our children, and teach a broad and challenging curriculum. The children gain a wide range of knowledge and mathematical skills, in accordance with the National Curriculum requirements.*

Our Mathematics curriculum will provide many opportunities for children to develop confidence and fluency in all areas of maths. The use of practical equipment, such as concrete objects and representational models and images, along with modelling and scaffolding from the class teacher and adult support in the class, will support the children to gain a deeper conceptual understanding before being challenged through tasks and questions to explain their reasoning and solve a range of problems, allowing them to demonstrate a greater depth of understanding. This greater depth of understanding is supported through daily gold challenges, giving the children the opportunity to extend their understanding to a greater depth and ensuring all children are suitably challenged. Alongside careful planning for how greater depth will be taught, learnt and demonstrated within each lesson, we also consider how learners will be supported in line with the school's commitment to inclusion. The pitch and pace of lessons ensure that the children make good progress as teaching expectations are high. A strong interdependence of speaking and listening, reading and writing underpins our provision. Children are expected to Speak Like a Mathematician to help them develop these links.

The distinctive Christian values of respect, compassion, trust, justice, friendship and community are promoted through the experiences we offer to every child, in all areas of the curriculum.

Entitlement *(KS1 and EYFS)*
At St Faith's Church of England Infant and Nursery School, our aims for the teaching and learning of mathematics are founded on a belief that ALL children should enjoy equality of access to the provision of a high quality curriculum that will:

- *Extend each child to his or her fullest potential, building on previous experiences and recognising individual capabilities.*
- *Enable children to achieve a high standard in numeracy and a range of other mathematical skills and apply these skills with confidence and understanding when solving problems*
- *Foster interest, confidence and enjoyment in mathematics*
- *Provide opportunities to apply mathematical learning in everyday situations and enable children to use and apply their knowledge in the world outside.*
- *Enable children to have a sense of the size of a number and where it fits in the number system and know by heart number facts such as number bonds, multiplication facts, doubles, and halves.*
- *Enable children to calculate accurately and efficiently, both mentally and with pencil and paper, drawing on a range of calculation strategies and understanding of the required operations.*
- *Encourage children to explain their methods and reasoning, use correct mathematical terms, judge whether their answers are reasonable and have strategies for checking them. Encourage children to make estimates, and to try a range of different strategies and approaches.*

- *Provide contextual challenges which span the whole application of mathematics, including the use of data, shape and measures.*

Maths is taught at least four times a week incorporating a variety of teaching styles to allow all children to access the learning. The format of the daily lesson depends upon the objective being taught and the age and ability of the children.

A 'typical' daily maths lesson may include:

- *A mental and reasoning activity: Practise and recall of skills involving the whole class. This is known as "Flashback Four", the children revisit previous concepts taught, answering four questions in a short revisit time. This is an opportunity for some children who have had misconceptions in this previously to work with an adult. A further activity to support this is Stop, Pause, Play. Giving children different levelled work to ensure they have a sound understanding or previously taught objectives and be supported or challenged appropriately.*

- *A main teaching activity: Direct teaching through demonstrating,* ***modelling*** *and discussion. Teachers use a variety of visual, aural and kinaesthetic resources and mathematical language during this part of the daily maths lesson. Children participate actively in appropriate, differentiated activities related to the learning objective, working alone, with a partner or group, or as a whole class.*

- *A plenary/mid-plenary: Reference is made to the learning objective of the lesson and reviewed. It is revisited and remodelled as required.*

All mathematics lessons are based upon common objectives for the class taken from the White Rose Maths Scheme in Key stage One. Within each part of the Mathematics lesson, there is appropriate differentiation to meet the needs of the whole class, groups and individual children. Teachers employ a range of strategies to ensure inclusion, such as using TA support, providing extra resources or providing an extension of learning and an extra, more challenging activity that the children will complete if they have a good level of understanding in the main part of the lesson, in Key Stage One this is known as the Gold Challenge

Planning

In Key Stage One planning is taken from the White Rose planning document. Whole school, planning is completed daily throughout Key Stage One and includes learning objectives, teaching and learning activities (including modelling), differentiation, focus support, assessment criteria and key vocabulary. Planning may also include key questions, links to ICT and to spoken language, a greater depth activity as an extension, known as the Gold Challenge.

It is the responsibility of the teacher to ensure that the resources for the interactive board are clear and useable for the children and teachers in the year group. That each lesson is equipped with the correct resources for all children and that the extension activity is appropriate for that lesson. Where teachers need to adapt the lesson to suit the needs of their class, this will be done. This maybe through the way a skill is modelled, dependent on the children's understanding this may need to be more practical in one class than another.

Where it is appropriate the order of lessons from the Long-Term Plan may be altered to ensure an equal coverage for assessment purposes. This will not be within a unit, so as to change the order, for example, calculation is taught but may involve teaching for example, shape before time.

In Key Stage One the Gold challenge is based on reasoning, and applying the skills learnt in the lesson at a greater depth to show an understanding at mastery level. This will help identify those children who are consistently working above the age-related expectation. Gold Challenges can be taken from the NCETM document, Teaching for Mastery Maths, NRICH and the White Rose planning document.

Long term planning is taken from the format set out by White Rose, based upon the National Curriculum objectives that are to be covered that term. Plans are monitored by the mathematics subject leader in conjunction with samples of work and lesson drop ins. Feedback is given to teachers.

Assessment

In this subject, we use three main types of assessment to help us to support all pupils in their achievement:

1. ***In school formative assessment*** *is our day-to-day assessment, based on what children show us they can do in a lesson. This can be in the form of observation, discussion, feedback, questioning, note taking, photo or video evidence, use of Tapestry or marking and is used to guide the teachers planning for the next lesson.*

2. ***In school summative assessment*** *is usually carried out at the end of a unit of work. These are in the form of a short quiz. These assessments can make use of open-ended tasks and probing questions and may well focus on those children whose progress has not been clear. It measures what level a child has reached in their learning for that unit of maths and is recorded in the form of RAG colour coding.*
   In our school, we track progress across each year group in 4 stages: Well below, below, at age related and above age related (only at the end of Year 2). This information is recorded onto the school's tracking system and discussed amongst staff to identify any less effective areas of the curriculum, or pupils who need additional support and intervention.

3. ***Nationally Standardised summative assessments*** *are now no longer a statutory requirement at the end of KS1. However, KS1 SATs can help inform teacher assessment judgements and be used by schools to support with measuring pupil achievement and identifying any additional support needed as pupils transition into key stage 2 (KS2). As a school, the KS1 tests are carried out with key groups of children and administered as part of our normal classroom activities. There is no obligation to report these results to parents. The tasks and tests provide a standard 'snapshot' of attainment at the end of the key stage, while teacher assessment, carried out as part of teaching and learning in the classroom, covers the full range and scope of the programmes of study, and takes account of evidence of achievement in a range of contexts, including that gained through discussion and observation. Teacher assessments are reported to parents in July.*

4. ***EYFS*** *Mathematics is assessed in Number and Numerical Patterns at the end of the Foundation Stage (Reception) for the EYFSP.*
5. ***Self-assessment*** *Children are actively encouraged to participate in age appropriate self-assessment of their progress in mathematics. In KS1, stickers are used in books to identify to the children the learning outcome for the lesson. Children are expected to correct any errors that have been 'highlighted' in their workbooks during intervention time or before the next lesson.*

6. ***Progress meetings*** *Assessments are discussed termly with the maths subject leader at a pupil progress meeting and are put into the school's tracking system, when analysis is made of key groups of pupils across the school. These tracking documents provide part of a record of the children's progress.*

At all levels, assessments are used to inform planning.

Monitoring and Evaluation

The mathematics subject leaders will work closely with staff, SLT and the Maths Governor to plan for and sustain improvement in the teaching and learning of mathematics. The subject leaders will:

- *Lead staff development through developing confidence and expertise with INSET, staff meetings, support and advice.*
- *Take the lead in policy development and the production of resources designed to ensure progression and continuity in mathematics throughout the school.*
- *Support colleagues in their development of detailed work plans and implementation of the primary framework and in assessment and record keeping activities.*
- *Monitor progress in mathematics and advise the headteacher on action needed.*
- *Monitor teaching and learning and disseminate good practice.*
- *Take responsibility for the purchase and organisation of mathematical resources.*
- *Keep up-to-date with developments in mathematics education and disseminate information to colleagues as appropriate.*

Review

Approved by the governing body on:-	
Signed (Governor)	
Signed (Subject Leaders)	*Gemma Wallis 2025*
Review Date	*September 2026*

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