



Chaddlewood Primary School Maths Policy

Mathematics is a vital tool for living and is essential to each child's ability to make a positive contribution to society and achieving economic well-being. It is important that mathematics is fun and by employing a positive, exciting approach we aim to help each child to develop as far as possible, the ability to think and solve problems mathematically by using the appropriate skills, knowledge and understanding which will be required in further study and in adult life.

Aims:

- Each child has a positive attitude and self confidence in their ability to deal with mathematics.
- Each child is able to work systematically and to think logically and independently.
- Each child is able to apply previously acquired concepts, skills, knowledge and understanding to new situations both in and out of school.
- Each child to be aware of the uses of mathematics beyond the classroom.
- For parents to be actively involved in their children's mathematical learning both in school and at home.
- For parents to understand and support the school mathematics policy and scheme of work.

Planning:

The school's policy for mathematics is based on the Mathematics Programmes of Study for Key Stage 1 and 2. The implementation of this policy is the responsibility of all teaching staff.

Long term planning is based upon our four Calculation Policies (one for each mathematical operation) which ensures that we have a consistent, progressive and current approach towards the taught mathematical strategies within our school. Class teachers aim for mastery of each of these outlined methods through providing children with a rich range of exciting tasks and challenges.

Mastery is also promoted to ensure that the children have a thorough understanding of many of the key processes that underpin the children's mathematical knowledge. Objectives are very rarely taught from different year groups in order to facilitate this.

Medium term planning outlines the main teaching objectives, the units of work to be taught each term and when they will be taught. Short term plans are produced on a weekly basis and show the objectives, tasks, activities, groupings and appropriate differentiation (particularly through the use of concrete apparatus and additional adult support). They may also show resources to be used, vocabulary, support, opportunities for computing and the homework to be set.

In the Foundation Stage, the planning is based on the Early Learning Goals.

Where appropriate, we link Mathematics to other curriculum areas, particularly computing.

Resources:

A variety of mathematics resources are available in school, stored in a central location for each Key Stage. The co-ordinator monitors these resources and replenishes them as necessary. We also utilise online resources where these are advantageous, such as Times Table Rockstars (www.ttrockstars.com) and White Rose Infinity (infinity.whiteroseeducation.com).

Monitoring and assessment:

We assess the children's work in mathematics informally during each lesson through observation. On completion, each piece of work is marked which informs future planning. At the end of each half-term children are assessed against the key objectives taught during that period. The children's assessments are updated onto our whole-school assessment tracker (when appropriate) to inform planning and progression throughout the school. The children also undertake the end of Key Stage and voluntary SAT tests which provides a National Curriculum level of attainment. All of this data is recorded and passed on to the next teacher.

As a school we have also identified five essential key mathematical ideas for each year group (these are called 'Must Haves'). These key areas are monitored throughout the academic year through the use of short Must Have assessments. Appropriate interventions are then rapidly put into place when needed to ensure that children master essential skills which underpin their future learning.

We do not put children into different ability sets or classes based upon assessment information, but instead their class teacher uses this wealth of this information to differentiate accordingly within the child's normal class room, particularly through the use of additional resources or adult support. Activities are carefully designed so as to be accessible to all learners, regardless of their academic ability, and therefore differentiation is not via each child's initial activity. Based upon rapid, formative assessment each child is then quickly moved on in their journey towards mastery. This ensures that we provide effective challenge throughout each and every lesson.

This policy will be reviewed: Autumn 2026.