 ***Banks St. Stephen’s Church of England Primary School***

***“Belonging, Serving, Succeeding”***

Vision for Banks St. Stephen’s Church of England Primary School

“We actively promote a sense of pride in belonging to this community. Leading by example, we seek opportunities to serve God by serving others.  We are ambitious for each individual and determined to enable every member of the school community to flourish and succeed.

# **Mathematics Policy**

**Vision for Mathematics Policy**

Our Mathematics Policy aims to foster a love of learning through a stimulating, inclusive, and supportive approach to teaching mathematics. We strive to build a strong mathematical foundation for all children, equipping them with the skills and confidence to tackle challenges and think critically. Our approach is rooted in the principles of **Belonging**, **Serving**, and **Succeeding**, ensuring that every child has the opportunity to thrive in mathematics.

**Belonging**

We create an inclusive and supportive environment where every child feels valued and capable of achieving in mathematics. By fostering positive relationships and encouraging collaborative learning, we ensure that each child feels they belong and can contribute confidently to mathematical discussions and activities.

**Serving**

Through mathematics, we teach children the value of working together to solve problems and support each other’s learning. We encourage students to use their mathematical knowledge and skills to help others, whether by explaining concepts or applying problem-solving strategies that serve real-world needs.

**Succeeding**

Our mathematics curriculum is designed to help all children succeed by building their confidence and competence in mathematical thinking. By offering a structured, yet flexible approach to learning, we ensure that each child can progress at their own pace, mastering key concepts and developing the skills needed to excel in future mathematical challenges

**Purpose and Rationale**

At Banks St Stephen’s, we recognize that mathematics is more than just a school subject; it is a crucial life skill for every child's future. Our aim is to instil in our students a positive attitude towards mathematics and a fascination for the subject. Mathematics should inspire a sense of awe and wonder as students explore concepts and relationships that allow them to make sense of the world. We aim to develop children’s mental agility, problem-solving abilities, logical thinking, and systematic accuracy. Our goal is for children to leave Banks St Stephen’s as confident, competent, and enthusiastic mathematicians.

**Aims and Objectives**

* + Foster a positive attitude and a fascination for mathematics in every child.
	+ Develop fluency in mental and written calculations, problem-solving, and reasoning skills.
	+ Equip students with the ability to work systematically, logically, and accurately in mathematics.
	+ Ensure all children leave school as confident, competent, and motivated mathematicians.
	+ Provide plentiful opportunities for students to develop a broad range of mathematical skills.
	+ Promote mathematical enquiry and experimentation, encouraging both independent and collaborative learning.

**Curriculum Content**

* **National Curriculum Coverage**: Mathematics is a core subject in the National Curriculum, and teachers follow this curriculum in the primary phase. The Early Years Foundation Stage (EYFS) framework is used in the early years.
* **Daily Lessons**: Pupils in Key Stages 1 and 2 have five daily math lessons.
* **Mastery Approach**: Teachers use a mastery approach, following resources from **Red Rose Maths** (for Years 1-5) and **White Rose Maths** (for EYFS and Year 6).
* **Mastering Number**: Children in Reception, Year 1, Year 2, Year 4, and Year 5 have four mastering number sessions weekly to improve number sense and fluency in recalling key number facts.
* **Online Platforms**: Resources such as **Times Tables Rockstars**, **PurpleMash**, and **Complete Maths Tutor** support learning.

**Teaching and Learning Approaches**

* **Mastery Approach**: All teaching follows a mastery approach, ensuring every child can succeed in mathematics.
* **Adaptive Teaching**: Teachers adapt lessons to meet individual needs, supporting every student’s progression.
* **Strategies**: Instructional strategies include explicit teaching, scaffolding, metacognitive strategies, flexible grouping, and the use of technology to enhance learning.
* **Collaborative Learning**: Peer discussions and teamwork are encouraged to help foster a sense of community and shared learning.

**Assessment and Monitoring**

* **Formative Assessments**: Teachers use a variety of formative assessment strategies during lessons, including regular testing on key number facts.
* **Summative Assessments**: Termly summative assessments, including **NFER** tests and past **SATs** papers, help track students' progress.
* **Tracking System**: Progress is carefully monitored using **OTrack**, the school’s tracking system.
* **Feedback**: All feedback and marking conform to the school’s whole-school marking policy. Children’s progress is communicated during parent-teacher meetings and in written end-of-year reports.
* **Assessments for Key Number Facts**: Weekly tests on key number facts are recorded in the child’s **Number Facts Passport**.

**Inclusion and Equality**

* **Mastery for All**: We believe every child can succeed in mathematics, and teaching is adapted to ensure all children are appropriately supported and challenged.
* **IEPs**: Children’s Individual Education Plans (IEPs) include suitable objectives from the National Curriculum for mathematics, where needed.
* **Supporting Strategies**: We use explicit instruction, scaffolding, and cognitive strategies to ensure the success of all students.

**British Values**

* **Responsibility**: Students learn problem-solving skills that empower them to contribute positively to society and make informed, responsible decisions.
* **Collaborative Learning**: Working in teams and supporting peers mirrors the principles of **mutual respect** and **tolerance** that underpin British values.

**Resources and Materials**

* **Classroom Equipment**: Teachers have regular-use equipment in their classrooms, while larger equipment is stored centrally in the hall.
* **Resource Monitoring**: The mathematics subject leader is responsible for monitoring and auditing resources, ensuring the availability of necessary tools.
* **Mathematics Working Walls**: Every classroom has a mathematics working wall displaying key vocabulary and concepts to support learning.

**Role of Staff**

* **Teacher Responsibilities**: Teachers are responsible for implementing the mathematics curriculum using the mastery approach, adapting lessons to meet student needs, and providing feedback based on formative assessments.
* **Subject Leader**: The mathematics subject leader supports teachers with planning, resources, and professional development, while also leading the monitoring and evaluation of mathematics teaching.

**Parental Involvement**

* **Maths Homework**: Teachers set math homework to consolidate classroom learning. This may include activities on online learning platforms.
* **Engagement**: Parents are encouraged to support their children’s learning by practising key number facts, including number bonds and times tables, at home.
* **Times Tables Rockstars**: Children are encouraged to use **Times Tables Rockstars** at home, with a “rock star party” reward for the winning class each week.

**Evaluation and Review**

* **Monitoring and Evaluation**: The subject leader conducts monitoring activities such as book scrutiny, planning analysis, lesson observations, data analysis, and pupil voice activities. Feedback from these activities informs next steps and action points.
* **Policy Review**: This policy will be reviewed in the **Autumn Term 2025**.

**Health and Safety**

* **Health and Safety Guidelines**: All mathematics teaching and activities follow the school’s **Health and Safety Policy**, ensuring the safe use of equipment and the well-being of students.