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# Mathematics Policy

**Intent**

At Banks St Stephen’s, we recognise that mathematics is far more than a school subject; it is a life skill for every child’s future. Therefore, it is our aim to instil in our children a positive attitude and a fascination towards mathematics. We believe that mathematics should provide children with a sense of awe and wonder, as they explore a network of concepts and relationships, which provide them with a way of viewing and making sense of the world. We provide plentiful opportunities for children to develop the broad range of mathematical skills included in the curriculum. We aim to develop our children’s mental agility – they become fluent completing a range of mental and written calculations and they develop an ability to solve problems, to reason, to think logically and to work systematically and accurately. They develop an understanding of mathematics through a process of enquiry and experiment, both independently and in cooperation with others. When children leave St Stephen’s, we want them to go into the world as competent, confident and enthusiastic mathematicians.

**Our School Vision**

When planning and delivering our mathematics curriculum, we consider our school’s vision of ‘belonging, serving and succeeding’.

**Belonging:**

* **Inclusivity**: The curriculum ensures all students have access to quality mathematics education, fostering a sense of belonging.
* **Collaborative Learning**: Encouraging teamwork and peer discussions in mathematics helps students feel part of a community.
* **Personalised Support**: Adaptive teaching allows students to progress at their own pace, reinforcing inclusion.

**Serving:**

* **Practical Application**: Mathematics is used to solve real-world problems, empowering students to serve their communities.
* **Responsibility**: Students learn to solve problems independently, building skills to contribute positively to society.
* **Helping Others**: Mastery in mathematics enables students to assist others and apply knowledge for the greater good.

**Succeeding:**

* **Clear Progression**: The curriculum sets clear goals, helping students succeed academically.
* **Problem-Solving Confidence**: Students build resilience and confidence through tackling mathematical challenges.
* **Celebrating Achievement**: Success is measured by progress, encouraging a growth mindset and celebrating both effort and outcome.

# National Curriculum Coverage

Mathematics is a core subject in the National Curriculum. Teachers in the early years follow the EYFS framework as they provide opportunities for maths learning and the National Curriculum is followed by all teachers within the primary phase as they deliver maths teaching in their classes. Pupils in Key Stages 1 and 2 have five daily maths lessons per week.

# Planning, Continuity and Progression

All teachers in our school teach using a mastery approach. Teachers in Reception to Year 6 follow the planning and resources from Red Rose Maths (Lancashire), adapting where required to meet the children’s individual needs. Our pre-school teacher currently make use of the White Rose Maths resources. In addition to this, children in Reception, Year 1, Year 2, Year 4 and Year 5 have four mastering number sessions a week. Mastering number is an NCETM programme, which aims to improve children’s number sense and their fluency recalling key number facts. We utilise a range of online learning platforms to support the children’s learning in maths: Times Tables Rockstars, maths.co.uk, PurpleMash etc. When using web-based resources, our online safety policy is followed.

# Adaptive Teaching and Additional Educational Needs

Maths is taught within the guidelines of the school’s single equalities policy and special educational needs policy. Teachers utilise a mastery approach to the teaching and learning of mathematics – we believe every child can succeed within the subject and each child is appropriately supported and challenged. Where applicable, children’s IEPs incorporate suitable objectives from the mathematics National Curriculum. Teachers refer to the Ready to Progress materials to support any children who are working below age-related expectations. Teachers utilise the following strategies within mathematics lessons to support all children: explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping and the use of technology.

# Relevance and Cross-Curricular Links

Wherever possible, maths activities are related to the real world and everyday examples will be used to develop each child’s understanding. Where appropriate, teachers will plan to apply mathematics skills within other areas of the curriculum e.g. data handling within science and geography.

# Health and Safety

All maths teaching and learning is undertaken within the guidelines of the school’s Health and Safety Policy.

# Resources and Practical Equipment

Class teachers have equipment that they regularly use within their own classrooms. Larger pieces of equipment and those used with less frequency are stored in the hall. Resources are monitored and audited by the mathematics subject leader. Equipment posing a potential safety risk is stored by teachers. Individual class teachers are responsible for informing the maths subject leader of any resources that are missing or damaged and of any new resources needed. Every class has a mathematics working wall, to display key vocabulary and concepts to support children’s learning.

**Homework**

Please refer to the school’s policy for homework. Maths homework can be set by teachers to consolidate classroom learning. Maths homework may be set on our online learning platforms. All children are encouraged throughout school to practise reciting their key number facts both within and outside school, including their number bonds and times tables. Children are praised for utilising the Times Tables Rockstars website at home – the winning class each week enjoy a ‘rock star party’.

**Assessment for Learning, Recording and Reporting**

All marking and feedback in mathematics conforms to the whole school marking and feedback policy. Recording will take different forms, depending on the nature of the mathematical activity. Written work will often be recorded in children’s maths booklets/books. Children in the Early Years Foundation Stage will have their mathematics learning documented within their learning journeys. Staff utilise summative assessments at the end of each term to analyse children’s progress and next steps. NFER tests and past SATs papers are utilised. This information is used to form an individual record for each child, and is carefully tracked using OTrack – our school’s tracking system. Teachers also use a range of formative assessment strategies within mathematics lessons. Children from Year 1-6 are tested on their key number facts weekly. Each child has a ‘number facts passport’ to document their achievements in. Parents’ evenings are provided multiple times per year and a written end of year report is also produced for each child.

**Monitoring and Evaluating**

The school’s monitoring and evaluation policy is followed – please refer to this. Monitoring by the subject leader takes the form of book scrutiny, planning scrutiny, lesson observations, data analysis and pupil voice activities. All monitoring is evaluated and leads to next steps or action points designed to improve learning and teaching. The subject leader will keep up-to-date with new developments in mathematics and will support staff in their mathematics teaching.

**Review**

Date for Policy Review: Autumn Term 2026