



Mathematics Policy

Last review: October 2025

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Review: October 2026

Rationale

At Queenswell Schools, we want all children to enjoy Maths and experience success in this subject. We believe that all children can achieve in Mathematics and aim to develop a growth mindset in our children so that they are not afraid to take risks and understand the value of making mistakes. Our aim is to develop enthusiastic, competent and articulate mathematicians, who are fluent in the fundamentals of mathematics, able to solve problems and reason mathematically.

Equalities

We believe it is the right of all children, regardless of their gender, ethnicity, physical ability or linguistic, cultural or home background to have access to high quality teaching and learning in a stimulating and supporting environment where prejudice and stereotyping are challenged.

The importance of staff awareness, regarding the dangers of preconceived expectations based on stereotypes, is discussed and we bear this in mind when teaching Maths.

Purpose

- To provide a framework to enable teachers to meet their statutory obligations with regards to the teaching of mathematics.
- To provide a consistent approach throughout the school to mathematics.
- To foster effective learning by suggesting appropriate ways of organising mathematics experiences in the classroom.
- To provide procedures for planning, teaching, record keeping and assessment, ensuring continuity and progression throughout the school.
- To meet the National Curriculum requirements.

Key Principles

Through the teaching of Maths, we intend to develop in our children:

- A love of mathematics
- The ability to think logically and work systematically in order to solve problems
- The ability to make connections across the areas of Maths and other subjects

- Number sense, through the modelling of different methods and using different representations to deepen children's understanding
- The ability to work both independently and in cooperation with others
- Their mathematical vocabulary, so that pupils are able to reason confidently
- A growth mindset - so that children are able to recognise and understand the value of mistakes and have a can-do, risk-taking attitude to their learning in Maths
- A secure, long term, deep and adaptable understanding of Maths, that they are able to apply in different contexts

In Practice

Our teaching and learning in Maths is based on the White Rose Maths schemes of learning, available at www.whiterosemathshub.co.uk and 'Development Matters in the Early Years.' the 'The Queenswell Early Years Curriculum'.

In KS1 and KS2 Children are taught Maths daily through a CPA (concrete, pictorial, abstract) approach.

In EYFS an element of mathematics is taught each day and continuous provision enables and promotes the child led learning of maths through imaginative play, rhyme, songs, stories, ICT and a range of practical activities.

Lesson structure:

- The objective is made clear at the start of each lesson and displayed throughout the lesson
- At the start of every lesson, children have the opportunity to recap previous learning using Flashback 4.
- There is direct, interactive teaching of the main concepts, with examples and clear modelling (referred to during lessons as 'My turn') and then children complete short tasks applying what they have learnt ('Our Turn) before working independently on tasks ('Your Turn')
- Throughout the lesson the teacher assesses children's understanding and adapt their teaching/ support accordingly
- Misconceptions are addressed at different points in lessons, with teaching points being made from these.
- Children are given the opportunity to talk about and demonstrate their methods and practice new concepts.
- Children are encouraged to use manipulatives and pictorial representations to support their learning.
- Children are given opportunities to work in partners (with maths buddies), in small groups and individually.
- Speaking and listening is a key part of maths lessons and teachers should model the correct use of vocabulary and encourage the children to use the correct mathematical terms.
- Groups within maths lessons should be fluid and targeted to the needs of the children, with the teacher using afl and adapting their teaching and groupings accordingly.

- Mathematical language is displayed during each lesson and each classroom has a working wall with the three headings 'What we have learnt', 'What went wrong' and 'Marvellous Mistakes'. These should be kept up to date and be relevant to the objectives being taught so that children can use them to support their learning.
- Lessons are differentiated through questioning, tasks and support. Further challenges are provided for each task to encourage deeper understanding and higher- level thinking.

Recording of work:

- In EYFS and Year 1 (Autumn term) children's work is recorded on Tapestry where evidence of their learning is recorded alongside the relevant Early Learning Goal
- In KS1 and KS2 children use different sized square books to record their learning, presenting their work neatly in pencil and using one square for each digit. Learning can be presented in a range of different ways. For example: a drawing, a written explanation, a photograph of a game or activity with a caption or through showing their working out.

Assessment and Recording

Assessment is regarded as an integral part of teaching and learning and is a continuous process.

Assessment in Mathematics is carried out:

- Orally through questioning
- By observation of children at work
- Through the marking of children's work
- Through planned assessment activities linked to the key objectives
- Through termly progress meetings
- Formal KS2 SATS assessments
- Other assessments as appropriate (for example end of block assessments)

Children's attainment is recorded each term and teachers assess whether they are BLW, WT, WA or WGD.

Children's progress is recorded termly. Progress is teacher- assessed as being slow, good or rapid.

Children's books show the work which has been covered and the progress achieved.

The role of the Mathematics Leader is to:

- Provide advice for colleagues as to the implementation of the Mathematics curriculum, policy and procedures, including arranging INSET.
- Monitor the curriculum offered to each year group and ensure a balance of activities through observations and book monitoring.
- Analyse assessment and tracking data to ascertain progress of individuals, classes year groups and targeted groups.
- Participate in School Improvement Planning for Mathematics.
- Ensure that appropriate resources that support Mathematics are maintained and extended.

- Support colleagues through team teaching and demonstration lessons when appropriate
- Lead by example by the way they teach in their own classroom.
- Keep up to date with mathematical resources, vocabulary and research that will support and enhance learning in their area.
- Liaise with link Governor regularly

Monitoring evaluation and review

The monitoring, evaluation and review of Mathematics is regarded as integral to achieving the curriculum aims of the school. The leader will regularly monitor and evaluate the curriculum through lesson observations, book monitoring, discussions with children and data analysis. Areas for development are fed back to individuals and the whole staff as appropriate and may feed into targets and the school improvement plan.

Other policies

Calculation Policy