

Witherley C of E Primary School Mathematics Policy



Reviewed: Autumn 2025

Introduction

As well as being a subject in its own right, Mathematics is an essential skill that needs to be taught effectively. Mathematics helps children to make sense of the world around them through developing their ability to calculate, to reason and to solve problems. It enables children to understand and appreciate relationships and patterns in both number and space in their everyday lives. Through their growing knowledge and understanding, children learn to appreciate the contribution made by many cultures to the development and application of mathematics.

Rationale

- To establish an entitlement for all pupils
- To provide a clear and agreed framework for the teaching of Mathematics in our school
- To promote continuity and coherence across the school

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 and record keeping ensuring continuity and progression throughout the school
- To meet the National Curriculum requirements

Aims

At Witherley C of E Primary School we aim to:

- Develop a positive attitude to maths as an interesting and attractive subject in which all children gain some success and pleasure.
- Develop mathematical understanding through systematic direct teaching of appropriate learning objectives.
- Encourage the effective use of maths as a tool in a wide range of activities within school and, subsequently, adult life.
- Develop children's ability to express themselves fluently, to talk about the subject with assurance, using correct mathematical language and vocabulary.
- Develop an appreciation of relationships within maths.
- Develop ability to think clearly and logically with independence of thought and flexibility of mind.
- Develop an appreciation of creative aspects of maths and awareness of its aesthetic appeal.
- Develop mathematical skills and knowledge and quick recall of basic facts in line with recommendations.

Mathematics Policy

Curriculum Time

To provide adequate time for developing numeracy skills, each class teacher will provide at least five daily mathematics lessons per week. These may vary in length but will usually last for about 60 minutes. Additional mathematics may be taught within other subject lessons when appropriate.

Teachers of Reception children base their teaching on objectives in the Framework for Reception; this ensures that they are working towards the Early Learning Goals for Mathematical Development.

Teaching Approach

Mathematics lessons follow a sequence of small steps aimed at building deep and long-term understanding of key concepts. Underpinning this is the ability to carry out calculations and automaticity with number facts and times tables, freeing up working memory for more complex concepts.

The approach involves whole-class interactive teaching, ensuring that all children have a secure grasp of concepts before moving on, with challenges and deeper questions built in at every stage. There is an emphasis on precise mathematical language, high expectations apply to all learners.

Teaching and Learning Style

The school uses a variety of teaching styles to cater for different learning needs. Our aim is to develop children's knowledge, skills and understanding in mathematics through daily lessons including whole-class and group teaching. Children are encouraged to ask and answer questions and to use a wide range of resources such as number lines, digit cards and practical apparatus, and ICT is used where it enhances learning.

We recognise that children have differing abilities, and provide suitable learning opportunities through differentiated work or through collaborative tasks on open-ended problems or games.

Assessment and Recording

At **Witherley C of E Primary School** we recognise that Assessment for Learning (AfL) is central to raising standards. Effective AfL relies on using assessment information to adapt teaching.

Assessment includes:

- **Short-term assessment** within each lesson, including clear objectives, self-assessment and teacher checking of understanding
- **Adjusting teaching** based on ongoing performance
- **Use of statutory and optional tests** for setting targets and identifying effective strategies
- **Marking policies**, with teachers deciding when depth marking is required

Recording of Work

Children are taught a range of recording strategies. Mental strategies are encouraged where appropriate as well as written methods. Jottings are accepted as valid evidence. Neat presentation is expected in final recordings.

Meeting the Needs of All Children

Teaching ensures that all children progress together in small steps, with challenge for all. Additional resources such as Twinkl problems are used for deeper thinking. Children not meeting expectations receive boosters or interventions where needed.

Resources

Each classroom has some Maths resources to access where appropriate, such as: Numicon, Dienes and Rekenrek. Additional specialised resources are stored centrally.

ICT

ICT supports learning where appropriate. Children may use computers, using the online platform, Times Table Rockstars.

Agreement and Review

The policy is reviewed every three years as part of the school's policy review cycle. The Maths Leader, in liaison with the Headteacher, are responsible for reviewing the policy.