

HOLLINS GRUNDY PRIMARY SCHOOL

Happiness, Health and Respect for Confident, Creative Learners

Hollins Grundy Primary School Maths Policy

School Vision:

To create a happy, caring school where everyone is respected as an individual and learns to respect others.

To stimulate and challenge children to enable them to become confident creative learners.

To teach children to value and respect and engage with the community and the environment in which they live.

To enable children to become healthy, responsible future citizens.

Purpose of study

“Mathematics is a creative and highly inter-connected discipline that has been developed over centuries, providing the solution to some of history’s most intriguing problems. It is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment. A high-quality mathematics education therefore provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject.”

(The National Curriculum for Mathematics 2014)

Rationale

As a primary school it is very important to create an agreed whole school approach of which staff, children, parents, governors and other agencies have a clear understanding. This policy is the formal statement of intent for our pupils. It reflects the essential part that mathematics plays in the education of our pupils.

At Hollins Grundy Primary School we aim to inspire all children to reach their full academic potential. In mathematics this means ensuring a curriculum that is fully inclusive for all children.

Aims

We aim to provide the children with a mathematics curriculum which will allow them to become confident individuals through developing their mathematical skills to their full potential. We also aim to present maths as a challenging, exciting, creative and relevant subject in order to promote a positive and confident attitude.

The National Curriculum for mathematics aims to ensure all pupils:

- Become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately
- Reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language
- Can solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions
- Reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language
- Can solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.
- Children's logical thinking, reasoning and ability to problem solve as transferable life skills.

At Hollins Grundy we value the individuality of all children. We are committed to giving all of our children across the school every opportunity to achieve high standards in mathematics. We set appropriate learning challenges that ensure children are taught well and given the opportunity to learn in ways that maximise the chance of success. We actively seek to remove barriers to learning that can hinder or exclude pupils.

Teaching and Learning

Teachers are responsible for the daily teaching of mathematics. Teachers are responsible to teach children their respective units for each year group.

During these lessons children engage in:

- The development of mental strategies
- Written methods
- Practical work
- Investigational work
- Problem-solving
- Mathematical reasoning using precise mathematical language.
- Consolidation of basic skills and routines

Teachers are also responsible in the teaching of number recall facts. The aim of these sessions is to increase children's number recall, written and oral.

To ensure that there is adequate time to developing numeracy skills, each class teacher will be expected to provide a daily lesson for mathematics. It is also important to find opportunities within

other subjects for children to develop and apply their growing mathematical skills, e.g. Science, Geography, D&T, etc.

Mathematics in EYFS

Teachers of the EYFS ensure the children learn through a mixture of adult led activities and child initiated activities both inside and outside of the classroom. Areas of provision within the classroom support maths, ensuring children are able to access throughout the day to practise and develop skills being taught. In addition consistent, daily maths lessons take the form of direct teaching, which is followed up by enhanced activities placed in areas of provision in the classroom which may be accessed independently or supported by an adult.

EYFS planning is based on Development Matters and the Early Learning Goals (Number, Shape Space & Measure).

Equal Opportunities

The daily mathematics lesson is appropriate for almost all children. The aim is that everyone should make progress and gain positively from the lesson and feel included. It is intended that:

- All children should have equal access to the mathematics curriculum in order to develop their personal numeracy skills
- Appropriate resources should be selected to cater for the needs of different children, including those who may be high ability.

SEND

Where children's learning difficulties extend to mathematics, the Math's curriculum overview can be used to identify suitable objectives to be included on learning plans (APDR forms) tracking back to earlier stages if it is appropriate to do so. (See also SEN Policy)

Children's Records of Work

Children are taught a variety of methods for recording their work and they are encouraged and helped to use the most appropriate and convenient method of recording. Children are encouraged to use mental strategies before resorting to a written method. All children are encouraged to work tidily and neatly when recording their work. When using squares, one square should be used for each digit.

In Y2 and Y3 1cm square exercise books are to be used. This changes to 7mm square exercise books in Year 4 through to Year 6.

EYFS record informally within the setting. For example: - on the playground - on whiteboards - using jigsaws - physically ordering numbers. Staff in Foundation use photos to ensure records of each child's achievements are maintained.

Planning

Teachers are responsible for the planning of lessons. Planning should be informed by pre assessment activities to allow teachers to pitch the lessons accurately for the children.

Each year group follows a medium term plan where small, cumulative steps build a solid foundation of deep mathematical understanding. Formative assessment is embedded in each lesson, and appropriate revisions to planning are made by the class teacher to ensure all lessons best meet the needs of their children.

Assessment

Children's mathematical ability is regularly assessed by their teachers by Assessment for Learning processes (marking, questioning, observation) in class. In addition children are given more formal assessments periodically in school; this would normally be at the end of a unit for the major part of the curriculum and weekly for mental maths/number recall facts.

At the end of each term in year1, 3, 4 and 5 children are given more formal NFER tests. At the end of the Autumn term the tests are used to identify curriculum areas which need further teaching and learning and provide a base from which to monitor continued progress. Spring term assessments help monitor progress throughout the academic year to identify strengths and weaknesses and inform next steps in teaching and learning. Spring term assessments include diagnostic guidance to help identify gaps in learning.

Summer term assessments help to summarise attainment and progress at the end of the year and provide a point from which to monitor progress across consecutive years.

At the end of each year children from Year 2 and Year 6 are given more formal tests (SATS) covering more of the curriculum, which are used to inform end of year assessments and plan for further teaching.

Maths objectives are clearly stated for each unit in every year group in the Curriculum Intent Grid (CIG) schools assessment grids on SONAR. Areas of learning will be highlighted when children have achieved the area. Data will be updated by teachers. Children's progress is recorded on Sonar tracker.

Times tables

By Year 4, the expectation is that all children will be able to recall times table facts to 12 x 12 in under 6 seconds. The children will be taught times tables in lessons and assessed using Edshed, Twinkl or other Multiplication Check Simulators. Children are encouraged to access and practice their times tables at home as part of their home learning

Resources

A comprehensive list of maths resources is available to all teachers. See Appendix

Homework

All children from Year 1 to Year 6 are given homework tasks, currently set via Edshed.

Links to other policies

Calculation policy

H Spencer

Reviewed: May 2026