



WELLSPRING

We Make A Difference



Maths Policy

Approval Date: November 2025

Approved by: SLT

Date for review: November 2027

Maths Policy

Rationale

Mathematics is a tool for everyday life. It is a whole network of concepts and relationships which provide a way of viewing and making sense of the world. It is used to analyse and communicate information and ideas and to tackle a range of practical tasks and real life problems. It also provides the materials and means for creating new imaginative worlds to explore.

Aims and Objectives

- A positive attitude towards mathematics and an awareness of the fascination of mathematics;
- Competence and confidence in mathematical knowledge, concepts and skills;
- An ability to solve problems, to reason, to think logically and to work systematically and accurately;
- Initiative and an ability to work both independently and in cooperation with others;
- An ability to communicate mathematics;
- An ability to use and apply mathematics across the curriculum and in real life;
- An understanding of mathematics through a process of enquiry and experiment.

Organisation and Teaching Approaches

A typical lesson involves using a spiral progression to develop fluency, reasoning, and problem solving and conceptual understanding for mastery. It focuses on core topics to build deep understanding.

MAIN INPUT

- After completion of the Maths Early Bird activity (8:45 – 9:00am), the main input of the maths session lasts for 40 minutes. This happens in a highly scaffolded way, enabling all children to develop critical thinking skills, make mathematical connections and become confident mathematicians. Activities will promote deep mathematical understanding. After a concept has been introduced, children will have the opportunity to practice it. This allows the teacher to support those who are not confident and allows other adults in the room to support the children who may need a little extra support.
- At the end of the 40 minutes, children will then go to assembly whilst the class teacher assesses their work by placing their books on green (SDI), Orange (reasoning) or pink (problem solving).
- From 10:00-10.45am the children return from assembly, using the key to identify the next stage in their learning. The children who are green are identified as priorities for same day intervention (led by the teacher) for the remainder of the session.

SDI

- During the same day intervention, pupils who fully achieved the learning objective are able to move on to the deeper learning tasks, including open-ended challenges. These activities develop the deep understanding required for mastery.
- Utilising the newest version of maths Hub 3.0 combined with Infinity Resources will provide ample opportunities and resources to embed learning further.
- Those that need extra support will work with the class teacher, and can also be supported by the Teaching Assistant. This lasts for approximately 20-30 minutes.

Although this is a typical maths lesson, we know there are times when there needs to be flexibility within the lesson to meet the needs of groups or individual children, for example, mini plenaries throughout the lesson, additional mental and oral sessions, extended main activities, etc.

Teaching of Maths should include a range of styles in order to address the needs of all children, visual, auditory and kinaesthetic, and should also be creative and practical in order to engage the pupils.

Maths in the Foundation Stage aims to build basic skills which will be built upon in later years, objectives are taken from Development Matters and exemplary guidance that the LA have produced and mastery/reasoning is taken from year 1 maths hub documents. 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 math 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.

Teaching and Learning

Teaching in maths should develop pupil's understanding of important concepts, techniques and recall of facts enabling children to work independently. Opportunities are provided for problem solving in different contexts, discussion and investigations. These should be done in a creative and imaginative way, making links to other areas of study, real life, books and the outdoor environment.

This ensures that teaching is done using an appropriate range of resources and teaching strategies.

Planning

Lessons will be based on the White Rose Maths Hub 3.0 and is complemented by some Focus Education materials as well as NRich activities, which follows and ensures full coverage of the maths new curriculum. staff will follow the teacher's guide. Planning will be done weekly. Teachers will use the end of year statements to identify gaps and to inform their planning to ensure pupil progress.

Planning will be shared with support staff, and will be accessible in planning files within the classroom for easy access by SLT or supply teachers.

Resources

In order to support the delivery of maths lessons to all pupils the school has a large range of resources available. Within the classroom each set of tables should have math resources available to children at all times, these include basic resources such as number lines, 100 squares, rulers, counters, numicon, etc. Other specific resources (eg, balance scales, meter rulers) are stored in our central resource near the kitchen. Here equipment is freely available for teachers to borrow as the lesson requires.

Monitoring Teaching and Learning

This will be undertaken by the Subject Leader and other members of SLT through QA Cycles

Areas to be monitored will be decided at the beginning of each term and will be recorded on the Calendar so that staff are informed. Results of any QA will be fed back to staff quickly and to SLT at their meetings so that any action required can be carried out effectively.

Assessment, Feedback and Record Keeping

Assessment will be ongoing throughout the school year. Staff will use the end of year statements, Pre and Post Assessments and End Of Block Maths Hub Assessments to assess at key assessment points assessments points and additional support or challenge will be identified early by class teachers and the SLT. Marking should be in line with the school's Marking and Feedback Policy.

Inclusion

Pupils with special educational needs and individual education plans:

- Within the daily mathematics lesson teachers provide activities to support children who find mathematics difficult. Children with SEN are taught within the daily mathematics lesson and are able to take part at their level through the support of a Teaching Assistant and appropriate activities and resources.
- Where applicable children's IEPs incorporate suitable objectives from the Numeracy Framework.
- Intervention Groups will take place at times throughout the year, in order to give further support to children working below national expectations.

G & T Children

Within the daily mathematics lesson teachers provide activities to support and challenge children who are more able in maths. They are taught within the daily mathematics lesson and are able to take part at their level through the challenge of the activity, sometimes with the support of a Teaching Assistant and other appropriate activities and resources which the teacher plans into the daily maths lesson.

Equalities

All children at Coomb Briggs have an equal entitlement to access the Maths curriculum and make progress in order to attain the best they can in the subject.

Roles and Responsibilities

Leadership in maths focuses on raising attainment and improving the provision in the subject. Through links to other areas of the curriculum the subject engages pupils and staff so that learning develops and improves.

1. Subject Leader:

- Supports teachers in their planning and teaching;
- Lead by example in the way they teach in their own classroom;
- Prepare, organise and lead CPD sessions, including that for Support Staff on Wednesday mornings.
- Work cooperatively with the Inclusion Manager;
- Monitor different aspects of maths teaching and learning feeding back to SLT and staff on findings and future actions.
- Attend INSET provided by Maths network within Wellspring
- Be available to discuss with the head teacher, class teachers, parents and numeracy governor the progress of maths in the school.

2. Class Teachers:

- To deliver a Daily Maths lesson to their pupils which is engaging and motivating, is informed by the Maths Framework (2014) and is accessible to all children.

3. Pupils:

- To develop their skills, understanding and attainment in Maths through engagement with the lesson, behaviour conducive to learning, independent work and thought and confidence to challenge or ask for help.

4. Parents / Carers:

- To support their children's learning in maths by taking an interest in their child's progress, encouraging the children to complete maths homework and having a good relationship with the class teacher so that queries and problems regarding maths can be dealt with easily.

Homework

Homework (including Time Tables Rockstars) will be at least weekly and will focus on basic skills learning.