

Priory Junior School

Maths Policy

Policy Date: October 2026

Policy Review Date: October 2029

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Mathematics Policy

Aims and Objectives

The national curriculum for mathematics aims to ensure that 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.

In Mathematics, we aim to:
- To demonstrate to pupils how maths is a key academic skill as well as being essential in everyday life.
- To develop pupils ability to apply mathematical skills across the full range of the curriculum from shape, measure and geometry to reasoning, problem solving and calculation.
- To enable pupils to develop their mathematical vocabulary, mathematical knowledge and mathematical skills.
- To develop positive attitudes to mathematics, recognising that mathematics can be both useful, enjoyable and creative.
- To nurture a curiosity and excitement of mathematics, problem solving with systematic approaches and accuracy.
- To be able to use and apply the skills independently and in group scenarios.

Curriculum Organisation

Currently the Mathematics taught in school follows the year group expectations of the National Curriculum. Objectives are set out into year groups and are revisited and built upon in units of learning throughout each year.

How We Teach Maths (including Mastery)

Maths lessons are taught every day and are based around this structure:
- Three Fluency lessons a week from 8:35-8:50, which are all focused on retrieval of previous learning.
- Daily Mastery lesson for 45 minutes
- Regular Plenary sessions for approximately 5-10 minutes, to evaluate the success of the learning and make links to what they have learnt and how they can use it to extend the learning focus.

The school makes use of the Herts for Learning Maths planning materials to support most learning, and has clear progression within this. On occasion, the school also uses White Rose maths resources to support a small group of children who have not yet secured Key Stage 1 learning. This is fluid and varies by cohorts of children.

Maths lessons are taught using modelling and key visuals, with explanations, for the mathematical area being taught. Teachers make use of practical resources and model how to use these appropriately in the lesson. This is effectively done using visualisers so children and teachers are using the same equipment. There is an emphasis on the use of appropriate mathematical language and opportunity for mathematical discussion between teacher and children. Children are taught a range of strategies to work out some questions mentally, learning the quick recall of simple mathematical facts with fluency as well as being able to spot where mental strategies can make their maths more efficient.

The Written Calculation Policy should be referred to when teaching formal methods to the children. This ensures a consistent school approach and aids the children's progression.

The Mathematics curriculum is organised as a discrete subject taught daily, however, cross-curricular links are made between areas of learning that will deepen children's understanding by providing opportunities to reinforce and enhance their mathematical skills.

Learning is enhanced by:

- Sequences of lessons planned with misconceptions in mind and scope for all children to access the learning objective through adaptive teaching and appropriate scaffolding
- Teachers using an I do, We do You do approach to ensure children are ready for independent practise.
- Teachers using assessment for learning before sequences of lessons, between lessons and during lessons themselves.
- Teachers to plan in a range of potential starting points in lessons so that all children experience challenge
- A mastery approach, with lessons planned to explore areas of the curriculum in depth.
- Teachers providing regular opportunities for deeper learning, with all children having access to these where appropriate
- Teachers using worked examples to show what is required to be successful in new learning
- Giving further opportunities to practise taught skills through purposeful use in other curriculum areas.
- Providing real experiences, context and meaning for the development of core mathematical skills;
- Assisting memory through providing opportunities for children to use skills in different contexts;
- Mastery concepts developed by providing all children with opportunities to meet the same or related information in different ways, adding to the richness of their experience.

The use of technology is an integral part of Maths teaching and learning. Staff make use of online resources, software and hardware to enhance their teaching and learning. Times Tables Rock Stars is used throughout the school to rehearse multiplication and division facts. Mathletics is also used to support with reinforcement of mathematical skills and concepts. A range of interactive software is available for pupils to use to reinforce concepts, to provide investigational activities and to demonstrate new concepts.

Home/School links are reinforced through the use of online homework opportunities for maths, such as: Mathletics and Times Tables Rock Stars. In years 3 and 4 we celebrate children's successes here in assembly every two weeks.

Inclusion

All children have an equal opportunity regardless of gender, race or ability, to progress and succeed in their Maths learning and understanding. We pay particular attention to ensuring there is no gender bias in materials or in access to resources, including technology. Teachers should ensure their questioning enables all ability groups to make good progress.

Children learning English as an additional language may need support in developing mathematical language and concepts. Care is taken to ensure that pupils are grouped appropriately and not purely on their stage of language acquisition. Through the use of appropriate support and differentiation, EAL pupils experience the same level of cognitive challenge as their peers.

Children with SEND, where possible, through the use of appropriate support and adaptive planning and teaching, will be working towards the same learning objectives as their peers. Those children with special educational needs may have specific targets relating to mathematics, where appropriate they may be given additional support or be taught in small groups that focus on Pre-Key Stage 2 Curriculum Content.

All children will receive support from the teacher, and if relevant, teaching assistant to ensure they can access the learning of the lesson. The teacher will adapt tasks and activities for a lesson according to their level of understanding of the topic area.

The school operates intervention programmes in addition to the daily Maths lesson. These are aimed at children who need extra support in one or many areas of their mathematical understanding. These children will be identified as needing additional support by the class teacher and through pupil progress meetings. Appropriate work will be selected for these children to carry out, using intervention programmes such as:

- Pre-Key Stage small group teaching
- Pre-teaching groups
- Times Tables groups

Children who are working well above the overall level of the class (gifted and talented) will be identified. These children will be given enriching experiences, such as the Cambridgeshire Maths challenges.

Continuity and Progression

The Maths medium-term plan is set out in the Herts for Learning Essential Maths scheme.
As the children progress through the year, they build on what they already know and deepen their understanding and learning of concepts further. The teacher will use notes on the area to support future planning and help the children get the support they need to access the area of learning with a degree of appropriate challenge.
Weekly planning is completed using the school's maths planning proforma and saved with other appropriate resources in Teams- Curriculum Planning.

Teachers to use the responsive planning document to reflect on the progress of children with their learning and adapt planning accordingly.

Resources

Each class has its own Maths resources in their room, which consist of resources the children may need in every lesson.
The rest of the resources will be kept in the central Maths resources area in the PPA room
New resources will be purchased by the Subject Leader, within the budget allowed annually for Maths. The Subject Leader will prioritise needs when making purchasing decisions.

Health and Safety

Risk assessments are in place for general classroom routines.

Assessment, Recording and Reporting

Assessment is an integral part of the teaching process and used to inform planning, so that appropriate next steps are provided for the different abilities within each class. Teachers will assess using assessment sheets to inform them of progress and next steps.

Feedback is given to the children as soon as possible; verbally and through marking work following the Marking Policy. Once a week improvement marking will be carried out; giving the children a personal task to complete, which develops their knowledge further.

Formative assessment enables the teacher to identify a child's understanding and progress, to inform their immediate teaching and to plan for future lessons.
This can take the form of:

- discussing mathematics in the context of a practical task
- observation
- Using whiteboards to check for understanding during an input as part of a I do, We do, You do model
- individual discussions with children to evaluate progress
- daily marking

Summative assessments consist of

- Termly Point in Time assessments for all years (recorded in Pupil Asset)
- Termly HfL assessments
- Year 3-5 NFER tests (end of year)
- Key Stage Two SATs

Class teachers are responsible for assessing children's attainment using HfL once a term, which will be recorded using Pupil Asset.

Parents receive a termly report which details the attainment and effort of children in Maths. The end of the year report provides information on children's areas of strength and a target for progression in mathematics. Parents are also informed on their child's progress twice-yearly during parent / teacher consultation meetings. In addition to this, any specific areas of difficulty or clarification can be discussed with the parents on an informal basis at any point of the year.

Monitoring

The Maths subject leader is responsible for the monitoring of the subject as outlined in this policy. This is reported to the headteacher, senior leadership team and governing body.

The role of the Maths subject leader is as follows:

- Keep up-to-date on local and national initiatives and disseminate information
- Evaluation of children's attainment across the school against local and national data
- Collate and assess data, identifying patterns, areas of strength and development, particular groups that need support
- Take responsibility for the purchase and organisation of mathematics resources
- Monitor the planning, teaching and marking for mathematics across the school
- Write, review, implement and update the Maths Action Plan every year
- Carry out regular self-evaluation in relation to targets on the Maths Action Plan
- Encourage and support the professional development of all staff
- Lead professional development meetings and training to increase expertise of the staff
- Review cross curricular opportunities
- Monitor use of resources and ensure all classrooms are provided for
- Liaise with staff to review their confidence teaching the subject and implement training as required
- Liaise with Priory Park Infants to ensure continuity between the schools

Multiplication Tables Check

In Year 4, pupils undertake the multiplication check. The Maths subject lead is responsible for the creation and implementation of the Times tables schedule of understanding which outlines a steady progression of learning of the 12 tables, starting with the 2s,5s and 10s. As well as guiding year 3 and 4 teachers through the different tables, it also outlines the different strategies for teaching tables including choral counting, counting sticks, Think-it, link-it boards, Times Tables Rock Stars (I-pads and paper sheets), whiteboard work, games, flash cards and other websites such as Hit the Button.

The maths subject lead monitors progression and knowledge of the tables through liaising with the class teachers as well as gathering data from Times Tables Rock Stars, reviewing heat maps, time spent online, number of correct answers, speed of correct answers and feeding back analysis to teachers to ensure all children are making progress with their multiplication and division facts.

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