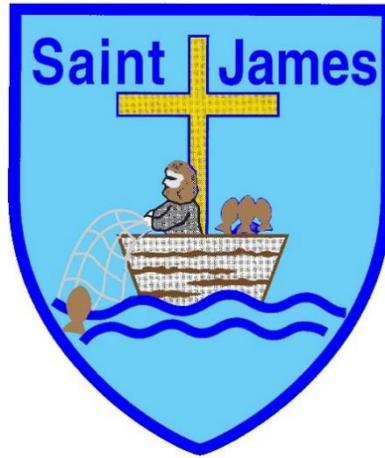


Altham St. James' CE Primary School



Mathematics Policy

Our mission statement is at the heart of all we do:

- Always be the best you can be
- Respect the world and everyone in it
- Love, forgive and reconcile

John 15:12 "Love each other as I have loved you"

September 2025

1. Introduction

This policy outlines the framework for mathematics education at Altham St. James' CE Primary School. It reflects our commitment to providing a high-quality, engaging, and inclusive mathematics curriculum that enables all pupils to achieve their full potential, in line with our school vision of fostering a love of learning and embracing individual differences. The policy is underpinned by the belief that all pupils can succeed in mathematics with the right support and opportunities.

2. Aims and Objectives

This policy aims to:

- Provide a mathematics curriculum that is broad, balanced, and relevant to the needs of all pupils.
- Develop pupils' fluency in fundamental mathematical skills and concepts.
- Promote pupils' ability to reason mathematically and solve problems.
- Foster a positive attitude towards mathematics and a belief that all pupils can succeed.
- Equip pupils with the mathematical skills necessary for future learning and life.
- Ensure consistency in the teaching and learning of mathematics across the school.
- Provide appropriate support and challenge for all pupils, including those with SEND and those who are high-achieving.
- Engage parents and carers in supporting their children's mathematical development.

3. Curriculum

3.1. Curriculum Framework

The mathematics curriculum at Altham St. James' CE Primary School is based on the National Curriculum for Mathematics (2014) and is delivered through a mastery approach. We use Red Rose Maths for EYFS and Years 1 & 2, and White Rose mixed-age planning in Years 3-6 as a basis for our planning, adapting it to meet the specific needs of our pupils.

3.2. Curriculum Content

The curriculum covers the following areas:

- Number and Place Value
- Addition and Subtraction
- Multiplication and Division

- Fractions (including decimals and percentages)
- Measurement
- Geometry (properties of shapes, position and direction)
- Statistics
- Ratio and Proportion (Year 6)
- Algebra (Year 6)

3.3. Curriculum Implementation

- Mathematics is taught daily in all classes.
- Lessons are planned to be engaging, interactive, and differentiated to meet the needs of all pupils.
- A variety of teaching methods are used, including whole-class teaching, group work, and individual activities.
- Concrete resources, pictorial representations, and abstract concepts (CPA approach) are used to support pupils' understanding.
- Opportunities are provided for pupils to apply their mathematical skills in real-life contexts.
- Regular assessment is used to inform teaching and learning.
- Cross-curricular links are made where appropriate.
- Reasoning and problem-solving are embedded throughout the curriculum.

Key Questions for School Leaders:

4. Teaching and Learning

4.1. Teaching Strategies

Teachers at Altham St. James' CE Primary School will:

- Plan and deliver engaging and differentiated mathematics lessons.
- Use a variety of teaching methods to cater to different learning styles.
- Provide clear explanations and modelling of mathematical concepts.
- Use concrete resources and pictorial representations to support understanding.
- Encourage pupils to reason mathematically and explain their thinking.
- Provide opportunities for pupils to work collaboratively and independently.
- Use assessment to inform teaching and learning.
- Provide regular feedback to pupils on their progress.
- Create a positive and supportive learning environment.

4.2. Learning Environment

We aim to create a learning environment where:

- Pupils feel confident to take risks and make mistakes.
- Pupils are encouraged to ask questions and challenge their own understanding.
- Pupils are actively involved in their learning.
- Pupils are respectful of each other's ideas and contributions.
- Mathematics is seen as a valuable and enjoyable subject.
- What resources are available to support effective teaching and learning?

5. Assessment

5.1. Assessment for Learning (AfL)

- Teachers use a range of AfL strategies to monitor pupils' progress and inform their teaching, including:
 - Questioning
 - Observation
 - Pupil self-assessment
 - Peer assessment
 - Mini-whiteboards
 - Learning conversations
- Feedback is given to pupils regularly, both orally and in writing, and is focused on helping them to improve.

5.2. Summative Assessment

- Pupils are assessed formally at the end of each term using Testbase and past SATs papers.
- Year 6 pupils undertake statutory assessments (SATs) in mathematics.
- Progress is tracked using the Lancashire tracker and internal tracking systems.
- Data is analysed to identify areas of strength and weakness and to inform school improvement planning.

5.3. Reporting to Parents

- Parents are informed of their child's progress through:
 - Parents' evenings
 - Written reports
 - Informal discussions with teachers
- Parents are provided with information on how they can support their child's mathematical development at home.

6. Inclusion and SEND

6.1. Inclusive Practice

- All pupils are entitled to access the mathematics curriculum, regardless of their ability or background.
- Teachers differentiate their teaching to meet the needs of all pupils.
- Pupils with SEND are provided with appropriate support and resources to enable them to succeed.
- High-achieving pupils are provided with opportunities to extend their learning.
- Reasonable adjustments are made to assessment procedures for pupils with SEND.

6.2. Supporting Pupils with SEND

- Pupils with SEND are identified and assessed in accordance with the school's SEND policy.
- Individual Education Plans (IEPs) are developed for pupils with SEND, outlining specific targets and strategies.
- Pupils with SEND may receive additional support from teaching assistants or specialist teachers.
- The school works closely with parents and external agencies to support pupils with SEND.

7. Resources

7.1. Physical Resources

The school provides a range of physical resources to support the teaching and learning of mathematics, including:

- Concrete resources (e.g., Numicon, Base 10, counters)
- Whiteboards and markers
- Calculators (KS2)
- Mathematical games and puzzles
- Measuring equipment
- Geometry sets

7.2. Digital Resources

The school also provides access to a range of digital resources, including:

- Times Tables Rock Stars
- Interactive whiteboards
- Tablets and computers
- Educational apps

8. Roles and Responsibilities

8.1. Headteacher is also the subject leader

The Headteacher is responsible for:

- Ensuring that the mathematics policy is implemented effectively.
- Allocating resources to support the teaching and learning of mathematics.
- Monitoring the progress of pupils in mathematics.

8.2. Mathematics Subject Leader

The Mathematics Subject Leader is responsible for:

- Developing and reviewing the mathematics policy.
- Leading and supporting the teaching of mathematics across the school.
- Providing training and professional development for staff.
- Monitoring the quality of teaching and learning in mathematics.
- Analysing assessment data and identifying areas for improvement.
- Managing the mathematics budget and resources.
- Keeping up to date with current developments in mathematics education.

8.3. Class Teachers

Class teachers are responsible for:

- Planning and delivering engaging and differentiated mathematics lessons.
- Using a variety of teaching methods to cater to different learning styles.
- Assessing pupils' progress and providing feedback.
- Providing support and challenge for all pupils.
- Working collaboratively with other staff to improve the teaching of mathematics.
- Communicating with parents about their child's progress in mathematics.

8.4. Teaching Assistants

Teaching Assistants are responsible for:

- Supporting pupils' learning in mathematics under the direction of the class teacher.
- Providing targeted support for pupils with SEND.
- Preparing resources and materials for mathematics lessons.

8.5. Parents and Carers

Parents and carers are responsible for:

- Supporting their child's learning at home.
- Encouraging a positive attitude towards mathematics.
- Communicating with the school about any concerns or issues.
- Attending parents' evenings and other school events.

9. Monitoring and Evaluation

9.1. Monitoring

The implementation of this policy will be monitored through:

- Lesson observations
- Work scrutiny
- Pupil interviews
- Data analysis
- Feedback from staff and parents

9.2. Evaluation

This policy will be evaluated annually by the Mathematics Subject Leader and the Headteacher. The evaluation will consider:

- The effectiveness of the policy in achieving its aims and objectives.
- The impact of the policy on pupils' progress and attainment in mathematics.
- The views of staff, pupils, and parents.
- Any areas for improvement.