

Lockington CE VC Primary School



Mathematics Policy

Revised & Updated April 2023

Date Policy Formally Agreed By Governors:	20 th April 2023
Date Policy Becomes Effective:	20 th April 2023
Review Date:	Summer term 2026
Person Responsible for Implementation and Monitoring:	Maths Subject Leader

1 Introduction

This policy outlines the organisation and management of mathematics at Lockington CE VC Primary School. It has been written with regard to the requirements of the National Curriculum (2014) and the Early Years Foundation Stage Framework (2014),

It is written within the context of our school's mission statement:

'to develop lively, enquiring minds and promote outstanding standards of achievement in a happy, safe and caring environment, based on Christian values, which encourage all to show respect and understanding of others.'

It has also been written in the context of the school's Christian Vision:

'Let your light shine before others, that they may see your good works, and glorify your Father who is in heaven' (Matthew 5:16).

This policy is to be read in conjunction with our 'Mathematics Progression Map', 'Mathematics Intent, Implementation and Impact Statement' and 'Calculations Policy'.

2 The Nature of Mathematics

Mathematics helps children make sense of the world, developing their ability to calculate fluently, reason, solve problems and think in abstract ways. It enables children to understand relationships and patterns in number and space. Through their growing knowledge and understanding, children learn to appreciate the contribution made by many cultures to the development and application of mathematics.

Mathematics is essential to everyday life; critical to science, technology and engineering and necessary for financial literacy and most forms of employment. It is essential that children acquire a good understanding of basic mathematical concepts and an enthusiastic attitude that will stay with them throughout life.

Mathematics is a core subject in the National Curriculum (2014). We are required to set out our school curriculum for mathematics and make this available online.

3 Aims

We aim to provide a curriculum that promotes enjoyment and enthusiasm for learning through practical activity, exploration and discussion, enabling children to become confident mathematicians and achieve outstanding progress in this subject.

Using the National Curriculum (2014) Programmes of Study for Mathematics as a basis, it is our aim to support pupils to:

- develop understanding, knowledge, skills and application of mathematical concepts and ways of thinking;
- secure fluency, problem solving and reasoning abilities;
- experience challenge and success in mathematics by developing a growth mind-set;

- promote enjoyment and curiosity of learning through practical activity, exploration, investigation and discussion;
- help pupils to develop an appreciation of the beauty and power of mathematics;
- develop understanding of the importance of mathematics in everyday life;
- develop the ability to move between concrete, iconic and symbolic representations fluently and confidently;
- promote confidence and competence in understanding and using numbers and the number system;
- develop the ability to solve problems through decision-making and reasoning in a range of contexts, and other curriculum areas;
- develop a practical understanding of the ways in which information is gathered and presented;
- explore features of shape and space, and develop measuring skills in a range of contexts;
- enable children to select and use a range of mathematical tools effectively;
- equip children with the mathematical language needed to understand problems and explain their methods and reasoning;
- think logically and to work systematically and accurately;
- develop the core learning skills of confidence, determination, curiosity, aspiration and teamwork, independence, communication and focus, creativity and imagination.
- to embed principles of the distinctively Christian nature of our school in all aspects of learning.

Mathematics is an interconnected subject in which pupils need to be able to move fluently between representations of mathematical ideas. The programmes of study are, by necessity, organised into distinct domains, but pupils should make rich connections across mathematical ideas to develop fluency, mathematical reasoning and competence in solving increasingly sophisticated problems. They should also apply their mathematical knowledge to science and other subjects.

Specifically, our pupils should:

- have a sense of the size of number and where it fits into the number system;
- know by heart number facts such as number bonds, multiplication tables, doubles and halves;
- use what they know by heart to calculate mentally;
- calculate accurately and efficiently, drawing on a range of calculation strategies they have been taught;
- make sense of number problems and recognise the operations needed to solve them;
- explain methods and reasoning, using correct mathematical terms;
- assess whether their strategies are reasonable and have strategies for checking them;
- suggest suitable units for measuring and make sensible estimates of measurements;
- explain and make predictions from data found in graphs, diagrams, charts and tables;
- develop spatial awareness and an understanding of the properties of shapes;
- know when it is appropriate to use a calculator.

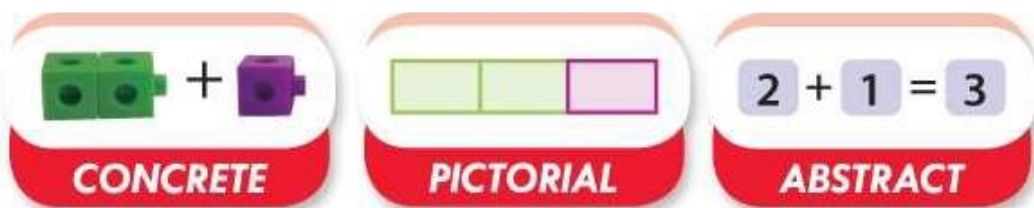
4 Teaching and Learning

We use a 'mastery approach', which has been recommended by the Department for Education (DfE). To ensure consistency and progression throughout, the school uses a DfE approved scheme: the White Rose Maths scheme.

Lessons are divided into sections that typically involve discovery, sharing, thinking together, practice and reflection. Children are encouraged to solve problems using concrete resources, pictorial representations and abstract thinking. Each child has their own set of 'Practice Booklets' in which they answer questions and discuss their thinking with their teacher. At the heart of this programme is the idea that all children can be successful mathematicians with the right mind-set.

Mastery Approach

Our principal aim is to develop children's understanding, knowledge, skills and application of mathematical concepts and ways of thinking. This is to secure their fluency, problem solving and reasoning abilities. It is also to ensure that all children experience challenge and success in mathematics by developing a growth mind-set. Maths sessions are taught daily in each year group and aim to spark curiosity and excitement to help nurture confidence in maths. There is a consistent use of the CPA (concrete, pictorial, abstract) approach, which helps children develop mastery across all the operations in an efficient and reliable way.



Concrete is the 'doing' stage, using concrete objects to solve problems. It brings concepts to life by allowing children to handle physical objects themselves.

Pictorial is the 'seeing' stage, using representations of the objects involved in maths problems. This stage encourages children to make a mental connection between the physical object and abstract levels of understanding, by drawing or looking at pictures, circles, diagrams or models that represent the objects in the problem.

Abstract is the 'symbolic' stage, where children are able to use abstract symbols to model and solve maths problems.

Progression

Progression is aligned to our own school 'Mathematics Progression Map' which is, in turn, aligned to the National Curriculum (2014).

The typical daily lesson structure:

- **Discover**
Children experience real life, everyday situation problems through age- related story telling and they work together to solve them using concrete materials and manipulatives, such as place value counters and number lines, to support their independent learning.

- **Share**
Children discuss solutions and the teacher shares a variety of methods and models that could be used to come to a solution. We encourage children to ask as well as answer mathematical questions developing their precise use mathematical vocabulary and stem sentence structures.
- **Think together**
This is a teacher modelled, guided pair or group discussion-led section, which leads to an independent application. Computing may be used for developing models and images of concepts, interactive problem solving and visualisations of mathematics in everyday life.
- **Practice**
Children work independently or with teaching staff on the learning objective. The problems set build in difficulty and can be solved in a variety of ways using different, taught, models.
- **Reflect**
This checks the understanding of the concept taught. If a concept is not grasped, then the support materials for each unit will be used to close the gap.

Each lesson phase provides the means to achieve greater depth, offering more-able children rich and sophisticated problems, as well as exploratory, investigative tasks, within the lesson as appropriate. These will include the deepening activities and questions provided for each unit and suitable mastery questions from, for example, the Maths Hub, Nrich or White Rose resources. Bespoke investigation sessions for all pupils are planned into the maths curriculum to allow for further application of knowledge in discussion-based and problem-solving situations. Children will not be accelerated onto the next year group's curriculum; knowledge will be broadened and deepened within the year group's expectations.

Challenge for all children

Children have a wide range of mathematical abilities. Through our mastery approach, each step is linked by providing suitable learning opportunities for all children where the challenge of the task is matched to the ability of the child. We achieve this through a range of strategies, including:

- individual tasks, paired work and group work;
- open-ended problems or games;
- differentiated work for targeted children;
- strengthening and deepening activities;
- matching work to the physical, emotional and behavioural needs of individuals;
- identifying, planning for and enabling the development of those children working at greater depth.

'Threshold concepts' form the core of our mathematics teaching and learning. These are:

- **to know and use numbers** understanding the number system and how they are used in a wide variety of mathematical ways;

- **to add and subtract** understanding both the concepts and processes of addition and subtraction;
- **to multiply and divide:** understanding both the concepts and processes of multiplication and division;
- **to use fractions:** understanding the concept of part and whole and ways of calculating using it;
- **to understand the properties of shapes:** recognising the names and properties of geometric shapes and angles;
- **to describe position, direction and movement:** recognising various types of mathematical movements;
- **to use measures:** becoming familiar with a range of measures, devices used for measuring and calculations;
- **to use statistics:** interpreting, manipulating and presenting data in various ways;
- **to use algebra:** recognising mathematical properties and relationships using symbolic representations.

5 Maths Timetable

KS1 – 1-hour maths lesson daily

KS2 – 1-hour maths lesson daily (minimum)

6 Mathematics curriculum planning

Mathematics planning is based upon the learning objectives set out for each year group in the National Curriculum. Attainment and progress is tracked and monitored in line with the school's assessment procedures.

How planning is organised

Curriculum planning in mathematics is in three phases (long term, mid-term and short term). The National Curriculum 2014 gives a detailed outline of what we teach in the long term over a key stage phase (Key Stage 1, Lower Key Stage 2 and Upper Key Stage 2), while our yearly teaching programme identifies the key objectives we teach to in each year group per term and within each lesson.

Our medium-term planning is from the scheme and is adapted from the National Curriculum 2014. It gives details of the main teaching objectives for each area of mathematics, and defines what we teach. Through the scheme, we will ensure an appropriate balance and distribution of work across each term for different areas of mathematics.

Daily planning is the responsibility of the class teacher, adapting the unit plans for the teaching of mathematics, based on the year group objectives. Unit plans list the specific learning objectives and expected outcomes for each lesson, and give details of how the lessons are to be taught. The class teacher adapts these individual plans, and the class teacher and maths leader, in consultation with the Headteacher, discuss them on both a formal and informal basis. Formal monitoring of mathematical planning and outcomes of learning will take place throughout the year.

Planning builds on the children's prior learning. While we give children of all abilities the opportunity to develop their skills, knowledge and understanding, we monitor progression through the scheme of work, ensuring that there is an increasing challenge for the children as they move up through the school. Teachers are aware of the maths expectations for the year above and below their own and understand the pedagogical order that underpins their teaching. This ensures that children do not fall below the expectations of their year group and are ready for transition into the year group above. Children falling below this standard will have been identified and interventions carried out to aim to close this gap.

7 Curriculum organisation

Early Years Foundation Stage

We follow the mastery approach to maths. We relate the mathematical aspects of the children's work to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged three to five. We give all the children ample opportunity to develop their understanding of number, measurement, pattern, shape and space, through varied activities that allow them to enjoy, explore, practise and talk confidently about mathematics, both through play and during more formalised group learning.

Key Stage 1

The principal focus is to ensure that pupils develop confidence and mental fluency with whole numbers, counting and place value. This involves working with numerals, words and the four operations, including with practical resources. Pupils develop their ability to recognise, describe, draw, compare and sort different shapes and use the related vocabulary. Teaching involves using a range of measures to describe and compare different quantities such as length, mass, capacity/volume, time and money. By the end of Year 2, pupils should know the number bonds to 20 and be precise in using and understanding place value. An emphasis on practice at this early stage aids fluency. Pupils learn to read and spell mathematical vocabulary, at a level consistent with their increasing word reading and spelling knowledge at Key Stage 1.

Lower Key Stage 2

The principal focus is to ensure pupils become increasingly fluent with whole numbers and the four operations, including number facts and the concept of place value. This should ensure pupils develop efficient written and mental methods and perform calculations accurately with increasingly large whole numbers. Pupils should develop their ability to solve a range of problems, including with simple fractions and decimal place value. Teaching should also ensure that pupils draw with increasing accuracy and develop mathematical reasoning so they can analyse shapes and their properties, and confidently describe the relationships between them. It should ensure that they could use measuring instruments with accuracy and make connections between measure and number. By the end of Year 4, pupils should have memorised their multiplication tables up to and including the 12 multiplication table and show precision and fluency in their work. Pupils should read and spell mathematical vocabulary correctly and confidently, using their growing word reading knowledge and their knowledge of spelling.

Upper Key Stage 2

The principal focus is to ensure that pupils extend their understanding of the number system and place value to include larger integers. This should develop the connections that pupils make between multiplication and division with fractions, decimals, percentages and ratio. Pupils should develop their ability to solve a wider range of problems, including increasingly complex properties of numbers and arithmetic, and problems demanding efficient written and mental methods of calculation. With this foundation in arithmetic, pupils are introduced to the language of algebra as a means for solving a variety of problems. Teaching in geometry and measures should consolidate and extend knowledge developed in number. Teaching should also ensure that pupils classify shapes with increasingly complex geometric properties and that they learn the vocabulary they need to describe them. By the end of Year 6, pupils should be fluent in written methods for all four operations, including long multiplication and division, and in working with fractions, decimals and percentages. Pupils should read, spell and pronounce mathematical vocabulary correctly.

8 The Use of Technology

Information and communication technology enhances the teaching of mathematics significantly. Teachers can use software and apps to present information visually, dynamically and interactively. Children may use ICT in order to learn or apply mathematical concepts and skills either within maths lessons or in other curriculum areas.

When considering its use, we take into account the following points:

- Any decision about using computing in a particular lesson or sequence of lessons must be directly related to the teaching and learning objectives for those lessons.
- Computing should be used if the teacher and/or the children can achieve something more effectively with it than without it.
- Calculators should not be used as a substitute for good written and mental arithmetic. They should therefore only be introduced to support pupils' conceptual understanding and exploration of more complex number problems, if written mathematics and mental arithmetic are secure.
- Teachers should use their judgement about when ICT tools should be used.

We have a variety of programmes for numeracy work, for example, IXL Maths and Purple Mash, used at home or in school. There is a range of programmes available on the interactive whiteboard. Teachers share resources and websites.

9 Cross-curricular links

Throughout the curriculum, opportunities exist to extend and promote Mathematics. Teachers seek to take advantage of these opportunities within our broad and balanced curriculum. It is important to find time in other subjects for pupils to develop their numeracy skills, for example, there should be regular, carefully planned opportunities for measuring in science and technology, for the construction of properties of shape and geometric patterns in technology and art and for the collection and presentation of data in History and Geography.

Mathematics actively promotes the skills of reading, writing, speaking and listening. For example, we encourage children to read and interpret problems in order to identify the mathematics involved. The children explain and present their work to others during plenary sessions. Younger children enjoy stories and rhyme that rely on counting and sequencing. Older children encounter mathematical vocabulary, graphs and charts when using non-fiction texts.

Children use and apply mathematics in a variety of ways when solving problems using computing. Younger children use computing to communicate results with appropriate mathematical symbols. Older children use computing to produce graphs and tables when explaining their results or when creating repeated patterns, such as tessellation. When working on 'control', children use standard and non-standard measures for distance and angle. They use simulations to identify patterns and relationships. All children play games to reinforce mathematical concepts.

The work that children do outside their normal lessons encourages independent study and helps them to become increasingly responsible for their own learning. The planned activities that children do within the classroom encourage them to work together and learn to disagree well, with respect for different points of view. We present children with real-life situations in their problem solving and money work.

The teaching of mathematics supports the social development of our children through the way we expect them to work with each other in lessons. We often group children so that they can work together and learn from each other, and we give them opportunities to discuss ideas and results. The study of famous mathematicians contributes to the cultural development of our children. Mathematics contributes to children's spiritual development. Children can find shapes and pattern in nature. They can see the order, logic and pattern that numbers offer.

10 Differentiation

Through a mastery approach, we teach mathematics to all children, whatever their ability and individual needs. Mathematics forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our maths teaching, we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents and those learning English as an additional language, and we take all reasonable steps to achieve this. Differentiation in mathematics may be necessary at times and can be done in various ways, including:

- stepped activities which can be accessed at different steps, supporting and challenging all
- common tasks which are open ended tasks where differentiation is by outcome
- resourcing which provides a variety of resources depending on ability

11 Special Educational Needs and Disabilities and More Able Pupils

At our school, we teach mathematics to all children, whatever their ability and individual needs. Mathematics forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our mathematics teaching, we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of disadvantaged and vulnerable children, including those pupils who generate Pupil Premium, those with special educational needs, those with disabilities, and those learning English as an additional language. We take all reasonable steps to achieve this.

When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors such as classroom organisation, teaching materials, teaching style, and differentiation so that we can take some additional or different action to enable the child to learn more effectively. On-going assessment for learning and summative assessment allows us to consider each child's attainment and progress against expectations. This ensures that our teaching is matched to the child's needs.

SEND intervention will lead to the creation of an Individual Education Plan (IEP) for children with SEND. The IEP may include, as appropriate, specific targets, strategies and intervention programmes relating to mathematics.

Within the daily maths lesson teachers also provide appropriate challenges for children who are high achievers. Children who are more able are provided with differentiated work according to their learning needs. This may be achieved in a variety of ways, such as individual learning programmes and collaboration with other year groups and schools.

12 Equal Opportunities

All pupils should have equal access to the curriculum, irrespective of particular circumstances such as race, background, gender and capability. In the daily mathematics lesson we support children in a variety of ways, such as speaking clearly, repeating instructions, emphasising key words, using picture cues, playing mathematical games, encouraging children to join in counting, chanting etc.

13 Assessment

This section details the various assessment methods and practices through which we ensure that children are making appropriate progress and that the activities they take part in are suitably matched to their ability and level of development.

Formative Assessment

Using 'Assessment for Learning' (AfL) teachers will assess children's maths work on a lesson by lesson basis. AfL enables the teacher to adjust their daily teaching in line with the mastery approach and lesson progression, and is closely aligned to the teaching objective. AfL informs teachers where additional support will be needed in order for a child to grasp a concept taught in that lesson's objective. Support will take the form of a same day intervention by the class teacher or a teaching assistant in

discussion with the class teacher. Intervention can also be delivered the next day. Support can be given one to one or in small, guided groups during a lesson or an intervention by the class teacher or teaching assistant as judged necessary by the class teacher. Teaching for mastery requires teachers to be confident about what each child knows and where their misconceptions lie, therefore, practical and effective assessment is vitally important. Using 'Assessment for Learning' (AfL) teachers assess and address misconceptions as a class. For children who continue to struggle, teaching staff will provide support to enable them to move on. Performance in work books supports AfL, identify misconceptions to address during the lesson or in intervention. Teachers will use AfL to review how children performed before the next lesson.

Each unit concludes with a summative check to assess each child's understanding, fluency, reasoning and problem solving skills. In KS2, this check also contains a SATs-style question. This question will be used to inform judgements about whether a child is working consistently at greater depth.

Summative Assessment

More formal methods are used to determine the levels of achievement of children at various times during the school year:

- **Assessment Weeks:** termly assessments help to measuring children's progress in objectives covered. This information is used to update the child's maths assessment sheet and Classroom Monitor. Individual targets for maths are given at the start of each term and are shared with the children and parents. These can be updated as frequently as required throughout the term.
- **Standardised Testing:** Standardised tests are used once a year, towards the end of the year. They allow the school to measure each child's attainment in all areas of mathematics, and assess progress against school and national targets. The results are used to monitor individuals' progress year on year and to identify those children who have Special Needs in mathematics. We can then set targets for the next school year. We pass this information on to the next teacher at the end of the year. We make the long-term assessments with the help of end of year tests and teacher assessments.

Statutory End of Key Stage Assessment.

The National Curriculum requires that each child is assessed in Mathematics using national tests. This is to be carried out at the end of Key Stage One and Two.

Information from assessments will be used to inform future planning, identify strengths and weaknesses, provide individual and group target setting and provide information for teachers, pupils, parents and future schooling. A tracking system is used to closely monitor children's progress throughout the school. Teacher assessments are entered on an ongoing basis and this is closely analysed by the subject leader.

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 and The Year 4 Multiplication Tables Check (MTC) became mandatory for primary schools in 2022.

14 Presentation of Maths Work

When an exercise book is used, each lesson should include the short date (e.g. 3.11.14) on the left-hand side of the page with the 'I can...' statement written on the next line directly underneath. Alternatively, this may be printed and neatly stuck in the book. Children are encouraged to present their written calculations in pencil as clearly as possible by putting one digit in a square. The emphasis of neatly produced work is important as poor presentation and careless setting out can lead to incorrect calculations. Recording work may involve children making rough jottings first, followed by recording actual answers for the teacher to read. Pupils are encouraged to make estimations and may record these in their books before completing answers. All children are encouraged to work tidily and neatly when recording answers but jottings may take any form and are important evidence for the teacher.

15 Marking

The marking of the children's work must be kept in line with the school's Marking Policy. The purpose of marking in maths is primarily diagnostic. It communicates to a child whether they have been successful, is motivational, and serves to inform a teacher's planning in terms of any misconceptions. Written comments must be focused on moving learning forwards and encourage risk taking, perseverance and the often open-ended nature of maths.

- Two stars reflect successful progress linked to the calculation undertaken.
- A wish suggests an area for improvement or a correction of a calculation.

Incorrect answers will be marked with a dot. Responding to marking and corrections should be carried out at the start of the next lesson (or within the lesson) using a blue pen. The process of correcting work is encouraged to establish the importance of self-checking work by the child and to avoid making similar errors in the future.

Peer marking is used to further develop the children's ability in problem solving, discussion and reviewing of learning – this has to be carefully monitored by the teacher and is carried out using purple pen.

16 Resources

Resources that are not used regularly are stored centrally. Areas/ displays are then dedicated to mathematics resources and are easily accessible to all children, allowing them to become familiar with the relevant equipment. Working walls in each class help to support development in mathematics. Teachers are responsible for ensuring equipment is returned to the allocated storage area in good condition and any loss or damage should be reported to the subject leader.

17 Maths Learning Environment

We aim to create a rich and stimulating Maths environment that promotes learning and independence through Maths Working Walls in each classroom. Maths Working Walls and resource areas in the classroom will:

- support the children with their Maths;
- contain information relevant to current teaching (key vocabulary, models/images, success criteria, targets);
- include Maths resources clearly labelled and accessible for the children;
- be clear/large enough for children to read.

18 Parental Involvement

We encourage parents to be involved in the mathematics curriculum by:

- providing them with booklets, detailing key objectives and activities to help understanding,
- inviting them to parent consultation evenings each term to discuss the progress of their child and look at their child's work,
- reporting on mathematical progress in their child/ren's report',
- inviting parents of 6 pupils to meetings about supporting children with SATs,
- encouraging parents to help in classrooms,
- informing parents of the mathematics curriculum,
- encouraging parents to be involved in homework activities and making the learning objectives and the task clear and achievable,
- maths workshops for parents,
- parents of children with IEPs are invited termly to discuss specific maths targets from their IEP,
- links to Maths websites and other useful documents and resources are shared with parents,
- the schools "open door" policy enables parents to address concerns throughout the year.

19 Homework

It is our policy to provide parents and carers with the opportunity to work with their children at home. Homework is an integral part of promoting children's learning in mathematics. Pupils receive differentiated homework at least weekly as appropriate in order to reinforce concepts and skills being taught in school.

20 Health and Safety Issues:

Please refer to the school Health and Safety Policy. Particular care is needed when working with pairs of compasses.

21 Roles and Responsibilities

The Governing Body determines, supports, monitors and reviews the school mathematics policy. We have an identified governor for Mathematics. The governor is informed of progress in the subject by the subject leader.

The Headteacher's role is to:

- provide support by encouraging staff and praising good practice;
- monitor learning and teaching through lesson observations;
- monitor planning and reviews;
- give feedback to teachers following lesson observations;
- support staff development through in service training and provision of resources;
- observe colleagues with a view to identifying the support they need.

The mathematics subject leader's role is to:

- provide a strategic lead and direction for Mathematics in the school;
- provide support and advice to staff in the delivery of the Mathematics programme of study;
- remain informed about current developments in the subject by attending CPD sessions and being involved in independent research and reading;
- deliver CPD sessions to staff, to support staff development and lead by example by setting high standards in their own teaching;
- liaise with other members of staff to form a coherent and progressive scheme of work;
- monitor standards in the subject, through planning and work scrutiny, statistics, quality of teaching and learning;
- consider with staff and work with the headteacher in the evaluation and planning of actions included within the School Strategic Plan;
- take responsibility for the choice, purchase and organisation of central resources for mathematics, in consultation with colleagues.

Moderating the standards of children's work and of the quality teaching in mathematics is the responsibility of the Mathematics Subject Leader along with the Headteacher.

As well as regular updates, the mathematics subject leader gives the Headteacher an annual report in which s/he evaluates strengths and weaknesses in the subject and indicates areas for further improvement.

The co-ordinator will be responsible to the Headteacher and will liaise with the named link Governors.

The class teacher's role is to:

- be responsible for the teaching of Mathematics as set out in the policy;
- provide planning and reviews for the Headteacher and Maths Leader to have access to;
- provide samples of maths work to the Maths Leader/Headteacher when required;
- assess children's work in order to detail future planning;
- update skills, knowledge and understanding of mathematics;


- identify inset needs in mathematics and take advantage of training opportunities;
- keep appropriate on-going records in relation to school policy.


22 Review

This policy will be reviewed during the summer term 2026.

Person responsible: Mathematics Subject Leader (Naomi Trueman)

Date reviewed: 20th April 2023

Signed:  Headteacher 20th April 2023

Signed:  Chair of Governors 20th April 2023

