CAVERSHAM PRIMARY SCHOOL

Mathematics Policy

Date: January 2026

To be reviewed: January 2027

Subject Leader: Jo Alexander

At Caversham Primary we believe that mathematics is an essential life skill. All pupils need to be taught proficiently to acquire the knowledge and skills to be numerate.

Aims

- To develop the mathematical skills, knowledge and understanding for all pupils master their age-related expectations in order to meet their future needs and the needs of the work place.

Objectives

For children:

- To be able to apply and enjoy using their mathematical skills, knowledge and understanding to solve problems, tackle investigations and respond to challenges or questions using the correct mathematical language.
- To use their mathematical skills, knowledge and understanding in other areas of the curriculum in order to develop a deeper understanding.
- To work systematically, independently and co-operatively.
- To develop the quick recall of addition, subtraction. multiplication and division facts. The quick recall of number facts is essential to tackle more challenging problems and written calculations.

For the school:

- To provide all children with an appropriate mathematics curriculum to engage and inspire them to become successful mathematicians.
- To involve and inform parents about the school's approaches to teaching mathematics so that parents have the confidence and skills to support their children at home.

Organisation

All children are taught the skills and knowledge of Mathematics, as outlined in the National Curriculum. Children are taught in their classes. Children from Year 1-6 have a daily lesson lasting approximately one hour. In addition to this, a maths fluency session of approximately 10-15 minutes will take place as close to daily as is possible. Children in EYFS have a daily whole class session of approximately 15 minutes plus daily planned continuous provision and an independent/group task every week.

- The objectives of the lesson and appropriate mathematical vocabulary should be made clear to the pupils in each lesson and over a unit of work.
- Pupils will record their work in various ways, such as pictorial, diagrammatic, worksheets, numerical and jottings etc.
- Pupils in Years 1-4 use the White Rose Workbooks as required and have a maths book for recording other maths work.
- Children in Year 5 and 6 complete all written work in their maths book.
- There should be a balance between mental and written methods and the way in which pupils progress from one concept to another. The premature teaching of standard written methods should be avoided. We follow a concrete-pictorial-abstract method of teaching calculations and the Maths Calculation Policy should be used as guidance.

Maths is an essential tool to be used throughout the whole curriculum.

The Scheme of Work and Planning for Mathematics

Mathematics is a subject where skills, concepts and knowledge are built up in a structured way. Each year most concepts are revisited, reinforced and built on to enable children to become more confident. We follow the National Curriculum Programmes of Study.

Teachers use White Rose Maths Schemes of Learning as a basis for their planning, adapting as necessary for the needs of their class. In addition to this, KS1 follow the fluency programme 'Mastering Number'. In EYFS, this is used for the majority of the number teaching, usually four days a week, with White Rose used for Shape, Space and Measures once a week. In KS1, Mastering Number is used as an extra fluency session, usually in the afternoons. In KS2, an extra fluency session is included as often as possible.

Ensuring the curriculum meets the needs of all pupils

It is expected that teachers will often need to scaffold and deepen the work to meet the needs of all the pupils.

This is because some children

- benefit from work to help them consolidate particular skills before moving on.
- need scaffolding to build and support their confidence and understanding.
- need support in demonstrating their skills e.g. recording or communicating.

Alternatively, some children

- will be able to pursue more demanding/challenging work at a deeper level and should be encouraged to do so.

All children should be given the opportunity to access the objectives for their own year group except in a few circumstances where their SEND means an alternative curriculum would be more beneficial and enable them to make better progress.

Equal Opportunities/Special Needs/Able Pupils

A broad, balanced and differentiated curriculum is provided, so children can achieve their full potential. All pupils have access to mathematics on an equal basis, irrespective of gender, race or religion at an appropriate level. Teachers' weekly planning must include details on anything that is required to enable any individual or group of children to access the appropriate curriculum during each lesson.

Interventions for pupils who need support

The Class teacher, Head teacher and Maths Subject Leader identify children who are working below their ARE and/or are not making expected progress. Discussions at various levels take place in order to provide appropriate support within the capabilities of school resources (see Special Needs Policy).

Maths is addressed in SEND statements where appropriate.

Number Stacks is an intervention that is run by TAs for individual or small groups of children across the school. It involves an initial assessment to identify the child's gaps in knowledge and understanding for each strand and then works through the key objectives from that point using concrete place value counters, tens frames and place value charts.

Interventions for more able pupils.

Children showing a high level of knowledge and understanding are challenged through teachers' planning and benefit from more demanding investigations, problems and puzzles and deeper reasoning activities. They also have opportunities to take part in Enrichment Activities such as Maths Challenges organised by some of the local secondary schools and national competitions such as the Primary Maths Challenge.

Assessment, Recording and Reporting

Both formative and summative assessments are used.

- We gather information on a daily basis about pupils' strengths and weaknesses during the lessons. This information is collected from a variety of sources: e.g. pupils oral and written responses; self-assessment such as traffic lights, thumbs up/down, smiley faces; marking children's work and their performance in problem solving or investigative tasks etc.
- Marking may take many forms, but should include oral or written feedback/moving on statements etc. when appropriate to help the children to improve. Learning objectives are highlighted in the children's books: 'yippee yellow' when the objective has been achieved and 'green for growth' when further work is needed on that objective. See '**Marking Policy**' for further information.
- The Reception Baseline Assessment (RBA) is a statutory assessment that takes place for each child during the first few weeks of EYFS.

- The EYFS Profile involves pupils being assessed as meeting the level of development expected at the end of the EYFS or not yet reaching this level and therefore assessed as 'emerging'. The results of these assessments are shared with parents, colleagues and the LA during the summer term prior to the children moving up into Year 1.
- The pupils in Years 1-6 sit formal assessments from White Rose Maths toward the end of each big term and these results are recorded as a percentage in iTrack and are used to inform the end of year teacher assessments.
- Teachers may use End of Unit Assessments at the end of a White Rose Maths unit of work.
- Y2 and Y6 complete the SATs. Y2 SATs are optional but are currently still used as part of our school assessment cycle.
- Teachers complete iTrack with their Teacher Assessment once each big term to assess whether each child is at ARE for their year group.

We use all the information gained from these various assessments to monitor and track progress and ultimately to inform planning at a class, group and individual basis.

The Assessment, Recording and Reporting Co-ordinator is responsible for ordering end of term and year test materials. Copies of all test results may be needed for reference by….

- Head teacher/Deputy
- Assessment Co-ordinator
- Mathematics Co-ordinator
- SEND Co-ordinator (where appropriate)

End of Key Stage Assessments

At the end of Key Stage 1 each child completes the two SATs papers for Mathematics. These tests are not statutory but are used as the basis for KS1 Teacher Assessment.
At the end of Key Stage 2 each child completes the three SATs papers for Mathematics. These are statutory tests. The children then receive a scaled test score which is reported to parents.

Year 4 Multiplication Tables Check (MTC)

During the first two school weeks in June, the children in Year 4 will complete the statutory MTC to assess their fluency and accuracy with their times tables up to 12 x 12. This is a short online test with 25 multiplication questions where the children have 6 seconds to type in the correct answer for each question. They will practise the test using TTRS, Arithmagicians and the official government practice test before completing the final assessment. Parents will receive the results of the test with the End of Year Report in July.

Target Setting

The school sets targets at different levels.

- All teachers are involved in predicting end of year attainment for the pupils in their class so that progress can be monitored. This data is entered onto iTrack three times across the year. Children who are not meeting ARE or expected progress are discussed at pupil progress meetings.
- The data from each termly and end of year assessment feeds into the School Improvement Plan, the maths action plan and the end of year maths subject report with the aim of monitoring and maximising pupils' progress.

Monitoring Maths

Various monitoring occurs

- Lesson observation
- Pupil voice meetings
- Book scrutiny by SLT/ Subject Leader etc.

- Subject Leader Review meetings with the Head teacher
- Pupil Progress meetings with SLT
- Samples for moderation
- Learning walks
- Questionnaires and surveys
- Tracking test results for classes on a yearly basis as they progress through the year.
- Pupils receiving any additional support will have their progress and attainment tracked.

The Role of the Mathematics Curriculum Subject Leader.

To be responsible to the Head teacher for the subject of maths and undertake the following:

- Update regularly all policies and documentation to reflect the practices and needs of the school, whilst meeting the demands of the National Curriculum;
- Oversee and monitor Curriculum planning and delivery throughout the school;
- Track pupils' progress and monitor on a term to term and year to year basis;
- Oversee the support received by specific groups/or individuals;
- Oversee the annual Maths budget and provide resources to cater for pupils from Reception to Year 6;
- Identify and advise the Head teacher on current and future needs thereby contributing to whole school planning;
- Advise and support colleagues in all aspects of their Maths teaching;
- Identify, oversee and provide INSET for all staff, including TAs;
- Where necessary, liaise with external agencies for advice/support;
- Inform newly qualified teachers, new members of staff and supply teachers about arrangements for mathematics;
- Meet with the maths Governor on a regular basis to update them;
- Communicate and discuss the school's maths policy and philosophy to parents and governors.
- Organise workshops for parents, as and when required;
- Keep abreast of current thinking by attending relevant courses and meetings; reports and research; and share significant National and Local initiatives.

Additional adults in the classroom

Our aim is for TAs to be clear about teaching objectives, mathematical terminology and vocabulary when working alongside teachers. During the daily maths lesson, the TA will often be given the responsibility of ensuring that the children they are working with are engaged with the teaching, interpreting instructions correctly, concentrating and responding appropriately.

Parents at home

Parents and society must show children the importance and practical benefit of having secure maths skills. Parents need to be well-informed about what their children are learning and confident about the activities they are doing in Maths. Parent sessions are run every few years for KS1 and KS2 parents. The PowerPoints are then put on the web site for reference. The CPS maths calculations policy is also available on the web site.

Homework

Teachers provide regular mathematical activities and exercises for pupils to do at home to extend their learning time for Mathematics. It is recognised that families who support the school and who are well informed can help to raise attainment and standards.

Maths homework for Years 3-6 is put on the Google Classroom by class teachers and should always have an example of the method the teacher wants pupils to use where necessary. It will often involve using online

programs such as MyMaths and Times Tables Rockstars. Children have an account with Arithmagicians from Year 1 to Year 6 to improve the fluency of their mental recall and arithmetic.
See: Homework Policy

Classroom and Resources
Mathematics resources are stored in classrooms, where it should be easily accessible for the children. There are a few extra resources kept in the maths resource area.
Mathematical dictionaries, number lines, posters and charts such as number squares, multiplication tables etc, should also be in view and accessible. Each classroom should have a 'Working Wall' for mathematics where information and examples of children's work or comments about the current area of work are displayed.

Calculators
Calculators are sometimes used as an effective tool for learning about numbers and the number system, such as place value, multiples, fractions and decimals. They are also used to support work in other subjects such as science, geography or history, where children are handling real data gathered in their experiments or research which may contain numbers which may be too difficult to calculate.
They are not to be used as a prop for simple arithmetic. We strongly believe that the first strategy in the classroom should be to use mental calculation skills. We also encourage children to have a sense of the appropriate size of an answer when using a calculator and also know how to check their own calculations if they are not sure whether it is correct.

ICT
Each teacher has an interactive white board with access to many maths resources including interactive tools from White Rose Maths.
All year groups have access to a whole class set of ipads.
Additional slots are available each week if teachers wish to use the computer suite for a mathematics lesson. The software that teachers use in ICT can be used to introduce and develop specific aspects of number, to sharpen pupils' mental recall and calculation skills in an enjoyable and challenging way.
Calculators and Beebots and roamers are also available.
All children have access to MyMaths, Times Tables Rockstars and Arithmagicians.

Date written: January 2026
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