Harrietsham Church of England Primary School

Mathematics Policy

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Responsibility:	Maths Leader
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School Context:

Harrietsham CEP Vision Statement

We are a warm, welcoming, and inclusive school rooted in our rural community. Like the mustard seed we grew from tiny beginnings and our branches are now spread wide –providing support and taking our values beyond the school gates. All those in our community feel safe and nurtured - able to flourish and grow academically, spiritually, emotionally and physically to achieve their full God-given potential.

"Nurtured we flourish"

We are a nurturing school. As such we believe in, and follow, **The Six Principles of Nurture** in all of our practice.

1. Children's learning is understood developmentally.
2. The classroom offers a safe base.
3. The importance of nurture for the development of wellbeing.
4. Language is a vital means of communication.
5. All behaviour is communication.
6. The importance of transition in children's lives.

Our Values

The roots of our vision are in the parable of the Mustard Seed.

'The kingdom of heaven is like a mustard seed, which a man took and planted in his field. Though it is the smallest of all seeds, yet when it grows, it is the largest of garden plants and becomes a tree, so that the birds come and perch in its branches'.
Matthew 13 31-32

In order to grow and reach our potential, everything that we do in school is driven by our vision and underpinned by our core Christian values of:

Love, Fellowship and Forgiveness

Vision Statement

At Harrietsham Church of England Primary School, our intention is that children develop their curiosity about the world through mathematical learning, being met at their starting point, and that they are able to confidently use and apply mathematical concepts in a variety of situations.

Children will develop their ability to clearly articulate their ideas, thoughts and reasoning processes, enabling deeper learning. We expect children to make mistakes, and to learn from them, justifying and explaining their methods as they do this.

At each stage of learning, children should be able to demonstrate a deep, conceptual understanding of the topic and to be able to build on this over time. We aim to provide all children with direct teaching every day, which is interactive and stimulating. Our lessons are structured to provide opportunities for children to consolidate their previous learning, use and apply their knowledge, understanding and skills, to pose and ask questions, investigate mathematical ideas, reflect on their own learning and to make links with other work.

A typical lesson will comprise of a starter that helps to reinforce previous learning, a guided practice activity using manipulatives and paired work to support conceptual understanding and this will be followed by independent learning using the 'White Rose' programme where appropriate.

Aims of the Policy

Our Mathematics policy aims to ensure all pupils:

- Become fluent in the fundamentals of Mathematics, including recalling and applying 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.

Teaching and Learning

Curriculum and Planning:

- The school follows the National Curriculum for Mathematics (2014).
- We use White Rose Maths as the starting point for our Mathematics planning.
- Teaching is based on a mastery approach to ensure all pupils, including those with Special Educational Needs and Disabilities (SEND), grasp concepts deeply before moving on.
- Planning focusses on small, sequential steps to build knowledge and connections.

- High-quality resources and manipulatives (concrete objects, pictorial representations, and abstract symbols) are integral to teaching at all key stages, enabling pupils to build conceptual understanding and make connections.
- Mathematical vocabulary is explicitly taught and continuously developed across all year groups.

Pedagogy

- Lessons provide opportunities for scaffolding for those who need extra support and deepening activities for those who grasp concepts quickly, in line with our Teaching and Learning Policy.
- Mistakes are valued as learning opportunities, fostering a supportive environment aligned with our Behaviour Policy and Christian ethos.
- Reasoning and discussion are central to learning; pupils are encouraged to explain their thinking, justify their methods, and critique the reasoning of others.
- Mastering Number from NCETM is used alongside teaching to build children's knowledge of known facts and number sense. This runs pedagogically from EYFS to Year 6.

Assessment and Monitoring

Formative and Summative Assessment

- **Formative Assessment** (Assessment for Learning) is an ongoing part of every lesson, informing next steps and immediate intervention. This includes questioning, observation, and marking work in line with the school's marking and feedback policy.
- **Summative Assessment** is conducted periodically as deemed appropriate for each age and stage (e.g. termly for Year 6) to track pupil progress against National Curriculum objectives and identify gaps in learning.
- Assessment data is used to ensure tasks are well-matched to pupils' needs, supporting both intervention and challenge.
- We use the White Rose assessment tracker to analyse child performance data and adjust our teaching accordingly to fill any gaps.

Intervention and Support

- Where assessment identifies that a pupil is falling behind, timely and effective interventions are implemented. 'Keep Up' interventions ensure a child stays on track in different concepts. 'Catch Up' is needed when children need above and beyond the normal teaching to address prior knowledge gaps.
- The NCETM's 'Ready to Progress' framework is used to support children with gaps in their mathematical knowledge.
- Specific support for pupils with SEND is provided in collaboration with the Inclusion Leader and in accordance with the SEND Policy, ensuring reasonable adjustments are made to enable full curriculum access.

Resources, Environment, and Home Learning

Resources

- A range of physical (manipulatives) and digital resources are available to support conceptual understanding at all levels.
- Children are offered models and supports to help them retain prior knowledge and build their own procedural models.

Environment

- The classroom environment is math-rich, displaying key vocabulary, methods, and examples that relate to the concept or prior concepts that have been taught to support them in their independent learning.

Home Learning

- Mathematics Home Learning is set to consolidate learning, promote fluency (e.g., times tables practice), and engage parents/carers in their child's learning.
- Year 5 and 6 are offered weekly Maths concept-based Home Learning tasks that build on skills learnt within that term.
- Harrietsham Church of England Primary School uses programs, such as Times table Rockstars and Numbots to support fluency.
- Online platforms and resources are used to enhance Home Learning where appropriate, encouraging the effective use of ICT (as per the ICT Acceptable Use Policy).
- Through summative assessment, parents will be made aware of mathematical concepts children are falling behind in and asked to support them with learning at home.

Roles and Responsibilities

The Governing Body

The Governing Body is responsible for reviewing and approving this policy and monitoring its implementation and effectiveness.

The Mathematics Subject Leader

The Subject Leader is responsible for:

- Providing professional development and support for staff.
- Monitoring the quality of teaching and learning across the school.
- Managing resources and updating the policy.
- Tracking pupil attainment and progress and reporting to the Headteacher and Governors.
- Providing support with intervention and catching up children so they have the best chance of a good level of progress.

All Teaching Staff

All staff are responsible for:

- Delivering the Maths curriculum effectively and consistently.
- Ensuring the needs of all learners are met through high-quality, inclusive teaching.
- Providing working walls within the classroom that allow children to be independent and have demonstrated models.
- Provide manipulatives and models to children to build on prior knowledge.
- Using assessment effectively to gain knowledge of children's gaps and support in closing them and to challenge children to think deeply in their mathematical understanding.
- Maintaining high expectations for all pupils' achievement and behaviour (in line with the Behaviour Policy).