



ST. ANNE'S COPP CHURCH OF
ENGLAND PRIMARY SCHOOL,
GREAT ECCLESTON



MATHS POLICY



“Let us love, not in word, but in truth and action.” (1 John 3:18)

September 2025

Approved by GB: September 2025
Next review due: September 2026

In building solid foundations for every unique individual and putting God's love at the centre of all we do, our children learn to embrace our diverse world. We encourage our children to learn universally in order to understand our heritage and roots as a village, town, region and nation. Through strong community links, our children grow in **compassion** and **understanding**, **promote justice** and possess commitment and **aspire** to make a positive difference. We offer an ambitious curriculum that ignites **curiosity** along with high personal expectations that fosters **resilience** and which enables them to flourish. Our children are easily distinguished by the **courage** they show when making brave choices and understand the importance of becoming the very best versions of themselves.

AIMS

At St Anne's Copp Church of England Primary School, Great Eccleston, the teaching and learning of maths includes:

- Developing a 'can do' mindset
- Real-life skills and links
- Competence and confidence
- Reasoning and problem-solving to a greater depth
- Application of skills
- Strong arithmetic skills
- Small step learning to master concepts
- Use of manipulatives from EYFS to Year 6

CURRICULUM

All year groups (Year 1-Year 6) will follow the National Curriculum guidelines through the White Rose Scheme.

EYFS use the Development Matters Programme, Mastering number (4 days a week) and White Rose (1 day a week) to cover Shape, Space and Measure.

Cross-curricular links will be planned for throughout the wider curriculum and will comprise of skills and knowledge.

ORGANISATION & PLANNING

Maths is taught daily in each year group in school.

Years 1 & 2 complete a Mastering Number intervention outside of the maths lesson with all children.

Years 3-5 complete a Mastering Number intervention outside of the maths lesson with all children.

All children are taught the year group objectives, but we adapt our teaching to suit the needs of the children. The curriculum is taught to each class using White Rose to support our planning and ensure a wide coverage of the skills is delivered. Teaching Assistants support in each class, working with all children. All pupils are planned for accordingly and all have access to manipulatives in class. Higher level thinking questions are available for all pupils to complete as extension activities. Teachers work with all students and give live feedback throughout lessons. Whiteboards are used as an assessment tool.

All teachers use the same planning format which is available on the shared drive.

EYFS

In Foundation Stage we provide pupils with opportunities to develop and improve their skills in counting, understanding and using numbers and calculating simple addition and subtraction problems. Pupils are also given opportunities to explore and describe shape, space and measures.

Learning takes place through a variety of experiences and pupils are encouraged to use and apply mathematical knowledge and vocabulary through practical and challenging activities.

A mixture of whole class, group and independent learning opportunities are provided each week, and the rich learning environment supports pupil's understanding.

The Baseline takes place in the Autumn term and following this, on-going teacher assessments are made.

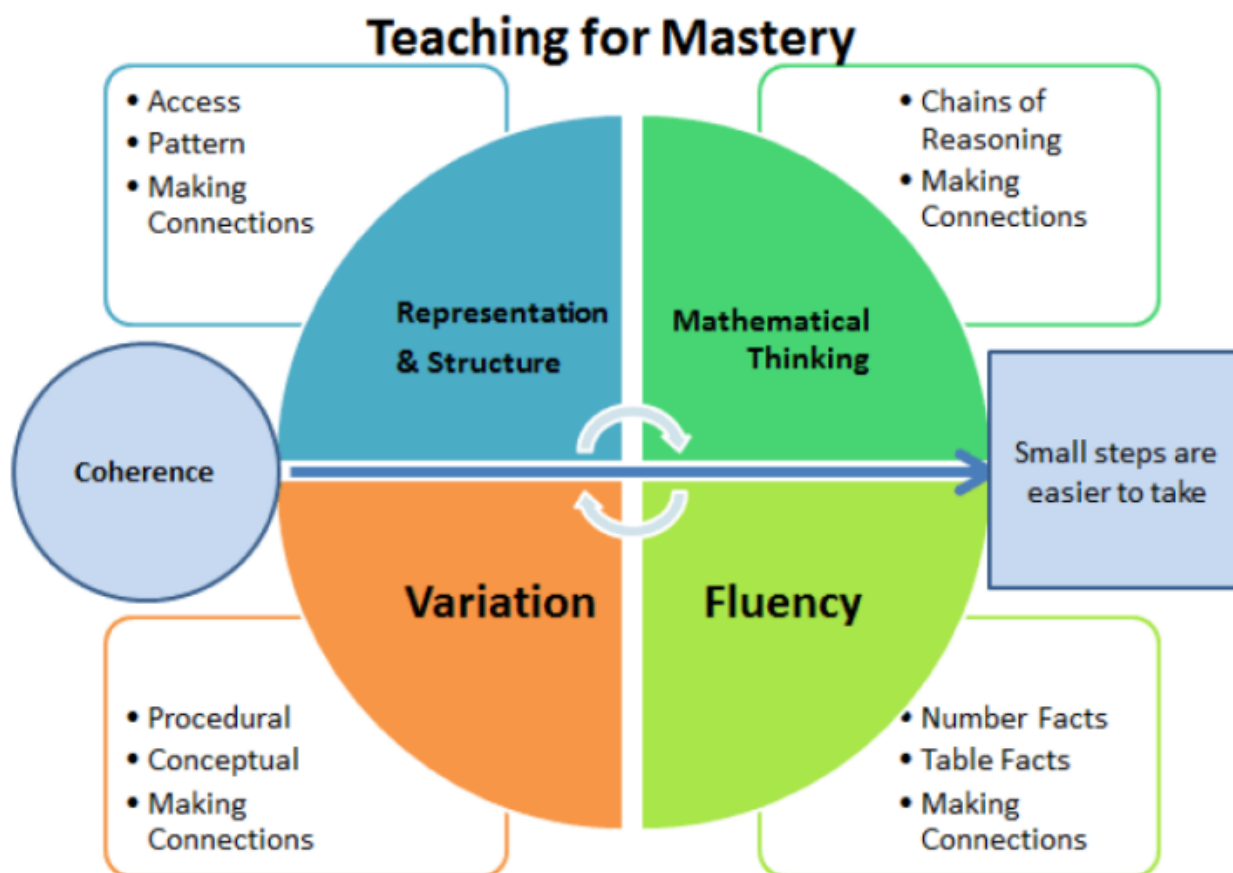
NCETM & MATHS HUB

Teachers engage with NCETM resources and teaching materials. All staff have training through the Maths Hub for the next few years.

MASTERING NUMBER KS1

In EYFS, Year 1 and Year 2 Mastering Number sessions are delivered daily in addition to the maths lesson.

Mathematical vocabulary is taught within lessons, and pupils are encouraged to be precise in the use of vocabulary to explain their mathematical reasoning.



MASTERING NUMBER KS2

In KS1 (Years 3-5) children will focus on multiplication through daily lessons provided by the Maths hub.

LEARNING ENVIRONMENT

Every classroom has a Maths working wall which reflects the learning happening in the classroom. It has current vocabulary and worked examples for pupils to use.

Manipulatives are available for children to choose from and accessible for all. EYFS and KS1 to have interactive maths areas for children to explore. These are linked to the lesson focus that week.

MARKING & ASSESSMENT

Maths books are marked live in the lesson so that misconceptions can be picked up and children can be supported in the moment. (See Marking Policy for more information).

Teachers share good examples of learning using the visualiser at the start of every lesson. Time is allocated so staff can work with children who need extra support through pre-teaching or interventions.

Pupils are encouraged to be reflective in their work through peer and self-assessment.

Formative assessment is evident in children's books. Assessments are completed prior to a unit being taught. Assessments are then given after the unit is taught so staff can identify gaps in learning and put in place interventions to help close the gaps and give further practise.

Summative assessments are given every term, and the data is input into a system so it can be tracked throughout the year and the Maths Lead can access the information.

Year 2 and 6 have formal SATs assessments in the summer term.

MONITORING & EVALUATION

The Maths Lead and SLT monitor standards in school. Formal lesson observations are carried out by the Headteacher and Maths Lead and feedback and support is provided to ensure quality teaching and learning is taking place throughout school.

Books looks take place each term to monitor standards in books. Floorbooks and planning are looked at to ensure coverage is happening.

Training is provided according to the needs of the individual teacher, the class, appraisal objectives and the School Improvement Plan. It may comprise of whole school training, staff meetings, or the involvement of outside agencies such as the Maths Hub.

THE GOVERNING BODY

The Maths Lead provides maths reports for the Governing Body; these include data and progress towards targets. Opportunities are provided at Governor's meetings for questions to be asked and discussions to take place.

The Maths Governor will also work in school with our Able and Talented children and give them opportunities to extend their mathematical thinking.

HOMEWORK

As part of the weekly homework, children will have a KIRF (Key Instant Recall Facts) focus each half term. Staff select an area of fluency for children to learn over the half term to build up instant recall.

See Homework Policy for other requirements.

PARENTS

Progress is discussed at formal parents' meetings and informally when necessary.

Progress reports are sent home through the year to keep parents up to date with their child's progress in maths.

Children on the SEND register for mathematics also meet with the class teacher to discuss specific targets. IEPs (Individual Education Plans) are also shared with parents that include maths related targets.

Written reports are completed at the end of the summer term. After receiving the report, parents can discuss their child's progress.

The school website also showcases the learning taking place in school and provides information for parents about the concepts covered in the different year groups.