



CARE – Prepare – Believe
'I can do all things through Him who strengthens me'
Philippians 4:13

Badsworth C of E Junior & Infant School Mathematics Policy September 2025

Mathematics Vision

At Badsworth C of E Junior and Infant School, our progressive curriculum continually builds on prior learning and knowledge to consolidate previous skills and deepen pupil's understanding of Mathematics. The fundamental values taught throughout our children's learning journey are fluency in fundamental maths skills, understanding of how to reason about Maths and the confidence to solve problems by applying skills in a variety of contexts. Our teaching encompasses both the EYFS curriculum and the National Curriculum (Key Stage 1 & 2). Pupils should leave Badsworth C of E Junior and Infant School as mathematicians who understand the importance of Maths and achieve to the best of their ability. More details about our vision for Mathematics can be found by reading the Mathematics Curriculum Statement on the school website.

Curriculum (Intent)

The National Curriculum for mathematics describes what must be taught in KS1 and KS2. Using the programmes of study from The National Curriculum it is our aim to ensure that all pupils:

- become **fluent** in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply 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.

The EYFS curriculum focuses on 2 main strands within mathematics which include 'Number' and 'Numerical Patterns'.

At Badsworth C of E Junior and Infant School, we meet these curriculum requirements from EYFS to Year 6 by:

- Using a teaching for mastery approach by following the White Rose Maths scheme of work, ensuring continuity and progression in the teaching of mathematics
- Supplementing infants mathematics teaching with the NCETM Mastering Number programme
- Promoting cross-curricular links to extend and promote maths, particularly in Science
- Using the Concrete, Pictorial, Abstract (CPA) approach and encouraging children to move fluidly between the stages
- Providing 'low floor, high ceiling' tasks so learning is not capped
- Providing lots of opportunities to work practically

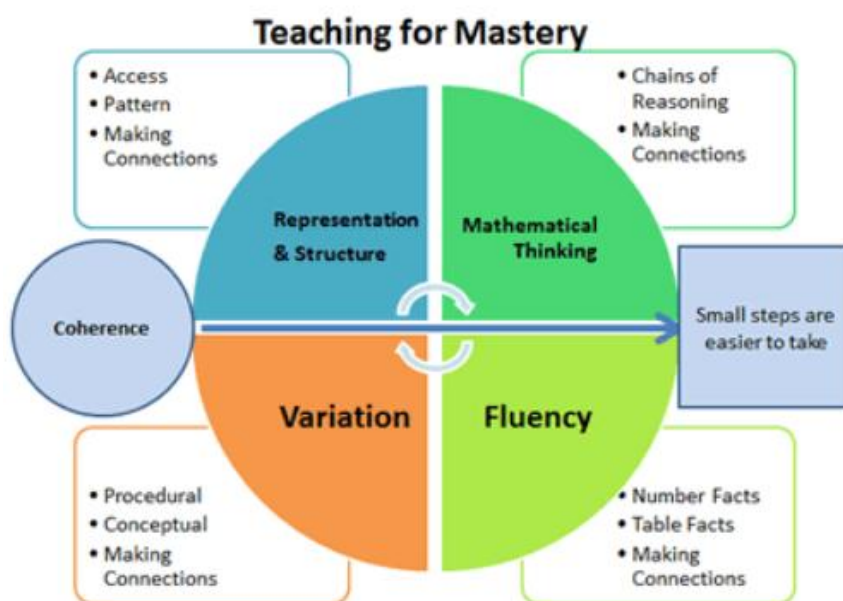
Teaching and Learning (Implementation)

At Badsworth C of E Junior and Infant School we strive for all pupils to understand the importance of maths and encourage them to achieve to the best of their ability. We aim to provide fluency in fundamental maths skills, an understanding of how to reason about maths and the confidence to solve problems by applying skills in a variety of contexts. Our ambitious curriculum progresses from EYFS to Year 6 by following the White Rose Maths scheme, building on previous knowledge and skills by using the small steps to guide teaching and scaffold learning. This is

supplemented by drawing on NCETM, NRich and other mastery maths materials to complement the main scheme of learning.

Throughout all areas of maths, the CPA approach is followed whereby children begin using concrete resources to understand a new concept. They then move onto using pictorial representations to develop their understanding and finally work in the abstract showing a deep and clear understanding of the concept. We encourage children to feel confident moving back and forth through the CPA stages as they feel necessary to each small step being taught. Throughout there is a clear focus on accurate vocabulary being used and ensuring the children understand various key words for each area of maths. By using these small steps, we strive to develop resilience by ensuring children do not get left behind in their learning but rather build their maths confidence to progress at their own level.

Our teaching for mastery approach is continually underpinned by the five big ideas in mastery:



We expect that children's books will show sufficient evidence of learning in various ways such as photos of practical sessions, children's own writing/drawing and question sheets. When children have met the objective within the lesson easily, a 'Now try' is provided for them to deepen their thinking or reasoning about the same objective. Children are expected to present their work neatly using 1-digit per square.

Each classroom has a maths working wall that follows a set format to support learners as they move through school. This format is used in Year 1 – Year 6. This shows the key vocabulary, stem sentences, examples and non-examples for each block of content. This is updated regularly throughout each unit, often with the children, during the main input of the lesson, so that children can draw on this key knowledge to support their learning.

Cross-curricular links are made wherever possible to embed key mathematics skills and knowledge so the children know and remember more. Common links are found with Science and Computing but can be utilised across the curriculum.

To enhance cultural capital within mathematics, children have the opportunity to take part in various whole-school maths evenings. These have included NSPCC Number Day which was a whole-school competitive treasure hunt where children solved maths problems as they move around school. Also, maths visitors are invited in where possible and trips often have a mathematical element to them as well.

For further details about Mathematics and the teaching of calculations, see our separate 'Calculations Policy'.

Assessment and Reporting -

Teachers are continually assessing children's Mathematics knowledge, understanding and skills against the National Curriculum throughout their daily teaching. To further inform teachers assessments, children complete assessed tasks at different points throughout the year. After the teaching has taken place for each unit of the WRM scheme, children complete the mini end of block assessments. This just covers the content taught in that block. Then, at the end of each term, they

complete a summative assessment that assesses all previously taught objectives from that year group and sometimes previous year groups. At the end of each KS2, there are formal assessments in mathematics in the form of SATs for Year 6. Although SATs are no longer statutory for the end of KS1, we opt to still use these to assess at the end of Year 2. Parents of children in Year 6 will have their children's teacher assessments and test scores in Mathematics reported to them in the end-of-year school report. Staff use all these scores in addition to their ongoing formative assessment to inform their overall assessment judgements.

Additional adults in lessons should be utilised to support children and take part in live marking where possible. This allows the children to receive instant feedback and to address misconceptions as they arise.

KS1 and KS2 children are assessed against the National Curriculum of Programmes of Study for their year group. Teachers use Integris to monitor the children's attainment and to make assessments at the end of each term. The assessments are as follows:

B - Below- The child is working at the year group below and is only able to meet year group statements in a limited area (Bottom 10%)

W - Beginning and working within age related expectations- The child is meeting 25%- 75% of the year group statements. The child is working towards the National Standard.

N - At the National age-related expectations- The child is meeting 75%- 100% of the year group statements. The child is working at the year group statements but, in some areas, may not be fully confident.

S - Secure at National age-related expectations - The child meets the year group statements, with elements of Greater depth. (Top 25%)

M - Working well above National age-related expectations. The child is working at a mastery level within the objectives showing a clear, deeper understanding. (Top 10%)

In EYFS, children are assessed throughout daily practise and observations in provision. These assessments are then recorded on the EYFS tracking grid. This learning is assessed against the Early Years framework where Mathematics is one of 4 prime areas. Within this area, there are 2 strands: 'Number' and 'Numerical Patterns'. The assessments will be recorded as follows:

M – Met – The child has met this Early Learning Goal

N – Not Met – The child has not met the Early Learning Goal

Each term the class teacher submits the data for their class to the Assessment Leader to track the percentage of children working at each assessment level. Each half term teachers meet with the Assessment Leader to discuss specific groups and discuss strategies to implement in order to support children to make further progress.

Parents meetings are held twice a year and parents are given the opportunity to discuss their child's progress with the teachers. In addition to this, all children receive an annual written report in which progress in Mathematics is formally reported to parents.

Inclusion

Mathematics forms part of our school curriculum policy to provide a broad and balanced education for all children. At Badsworth C of E Junior and Infant School, we teach Mathematics to all children, whatever their ability, age, gender, race, religion or belief. We believe all children should have the opportunity to develop their Mathematics capability. We provide learning opportunities that are matched to the specific needs of the child.

When planning work in Mathematics, we consider any targets on SEND children's SMTLP, MSP or EHCP to facilitate learning at all levels. Resources and materials are adapted to meet the needs of the child/children as appropriate. Modifications can also be made to resources and equipment following consultation with outside agencies.

We aim to respond to the children's needs and overcome potential barriers to learning for individuals and groups by:

- Effective planning, teaching and assessment
- High, yet realistic, expectations
- Providing suitable resources and varied recording formats
- Offering 'low floor, high ceiling' tasks so all children have the opportunity to succeed and progress at their own pace and level

- Adult support as appropriate
- Appropriate resources to scaffold their learning

Where necessary, teachers may access materials or structures from earlier year groups as appropriate to children's individual needs (These will still be related to the whole class objective wherever possible). These tasks will focus more on fluency questions to enable children to acquire key mathematical facts which will support their future learning. They are taught within the daily mathematics lesson and are encouraged to take part in the main input wherever possible.

Where children are already excelling in the objectives being planned, teachers provide deeper thinking tasks so that the children can embed the objective. These will be in the form of reasoning and problem-solving tasks.

Planning

As a school, we use the White Rose Maths (WRM) scheme long-term plan which ensures all National Curriculum and EYFS objectives are covered as WRM runs from EYFS all the way through to Year 6. There are then medium-term plans that show each block which covers a different topic within Mathematics. Teachers then use the objectives given in the MTP to create their own short-term planning. These lessons follow a template using the 'my turn, you turn' structure. This includes:

- Flashback 4 starter task – children work through quick questions that recap prior learning from previous lessons, earlier in the year and previous year groups
- My turn slides – the teacher models how to answer a particular question
- Your turn slides – the children have chance to apply this knowledge and attempt a similar problem independently, closely linked to the one that was modelled
- Squared background is used so 1-digit per square can be modelled
- A slide showing what the main task is. If this is a practical task, a brief overview of what the children are expected to do should be written for monitoring purposes
- Supplementing main planning from WRM with other recommended mastery resources including materials from NCETM and NRich

Management and Organisation

Role of the Mathematics Subject Leader:

The Mathematics Subject Leader is responsible for the implementation of this Mathematics policy and providing professional leadership and management of Mathematics within the school. Their role is to:

- Conduct Talking to Children sessions to gain an insight about what the children have done
- Maintain resources and advise staff on the use of digital tools, technologies and resources
- Monitor classroom teaching or planning following the schools monitoring programme
- Monitor the children's progression in Mathematics, looking at examples of work of different abilities
- Keep up-to-date with new developments and communicate information with colleagues
- Attend appropriate training and disseminate amongst staff as appropriate
- Lead staff training on new initiatives
- Liaising with the Mathematics Link Governor
- Offer help and support to all members of staff (including teaching assistants) in their teaching, planning and assessment of Mathematics
- Provide colleagues opportunities to observe good practice in the teaching of Mathematics

Role of Governors

All governors are interested in the development of Mathematics to promote high quality teaching and learning in the school. One governor is nominated to be responsible for monitoring and evaluating the impact and value of Mathematics on children's learning. They liaise with the subject leader and report back to the governing body as necessary. On occasion, subject leaders are invited to governors' meetings to explain changes made within their subject.

Review Date: September 2026