



Castledyke Maths policy

2025-2028

Author	Date Reviewed	Next Review
Castledyke Primary School	Summer Term 2025	Summer Term 2027

Introduction

Mathematics is a fundamental skill that empowers children to understand and interact with the world around them. At Castledyke Primary School, we believe that every child has the potential to develop a deep and confident understanding of maths through engaging, inclusive, and well-structured learning experiences. Our maths policy is designed to foster curiosity, resilience, and problem-solving skills, ensuring pupils not only achieve fluency in mathematical concepts but also develop a love for the subject. By providing a supportive and stimulating environment, we aim to nurture young mathematicians who can apply their learning with confidence in real-life situations.

Through the teaching of key mathematics skills we enable our children to:

- **Be fluent** in the fundamentals of mathematics
- **Reason** mathematically by following a line of enquiry
- **Solve** problems by applying their mathematical understanding and knowledge

Rationale

- To establish an entitlement for all pupils
- To provide a clear and agreed framework for the teaching of Mathematics in our school
- To promote continuity and coherence across the school

Purpose

To provide a framework to enable teachers to meet their statutory obligations with regards to the teaching of mathematics.

To provide a consistent approach throughout the school to mathematics.

To foster effective learning by suggesting appropriate ways of organising mathematics experiences in the classroom.

To provide procedures for planning and record keeping ensuring continuity and progression throughout the school • To meet the National Curriculum requirements

Aims

At Castledyke Primary School we aim to:

- Develop a positive attitude to maths as an interesting and attractive subject in which all children gain some success and pleasure.
- Develop mathematical understanding through systematic direct teaching of appropriate learning objectives.
- Encourage the effective use of maths as a tool in a wide range of activities within school and, subsequently, adult life.
- Develop children's ability to express themselves fluently, to talk about the subject with assurance, using correct mathematical language and vocabulary.
- Develop an appreciation of relationships within maths.
- Develop ability to think clearly and logically with independence of thought and flexibility of mind.
- Develop mathematical skills and knowledge and quick recall of basic facts in line with recommendations.

Curriculum Time

To provide adequate time for developing numeracy skills each class teacher will provide at least five daily mathematics lessons per week. This may vary in length but will usually last for about 45 to 60 minutes. Additional mathematics may be taught within other subject lessons when appropriate.

Teaching and Learning

The school uses a variety of teaching styles to cater for the variety of learning styles of pupils in mathematics lessons. Our principal aim is to develop children's knowledge, skills and understanding in mathematics through fluency, reasoning and problem solving strategies.

We do this through a daily lesson which includes whole-class and group direct teaching. During these lessons we encourage children to ask as well as answer mathematical questions. They have the opportunity to use a wide range of resources such as number lines, number squares, digit cards and small apparatus to support their work. Children use ICT in mathematics lessons where it will enhance their learning. In all classes there are children of differing mathematical ability. We recognise this fact and provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies – in some lessons through differentiated group work and in other lessons by organising the children and directing them to level specific work, ensuring progress is appropriate to their learning needs.

Academically More Able and Lower Ability

Children More able children will be taught with their own class and stretched through differentiated group work and extra challenges. When working with the whole class, teachers will direct questions towards the more able (at their ability level) to maintain their involvement.

In addition, children in Year 6 will receive extra 'booster groups' working closely with the Maths Federation Lead, supporting their SATS preparation.

SEND Children

Within the daily mathematics lesson teachers aim to provide activities to support children who find mathematics challenging. Children with SEND are taught within the daily mathematics lesson and are encouraged to take part when and where possible. Scaffolded resources are provided with pupils working closely with the LSA

Recording of Work

There are occasions when it is not necessary to record mathematics in a permanent form, but there are also occasions when it is both quick and convenient to carry out written calculations. It is also important to record aspects of mathematical investigations. Children are taught a variety of methods for recording their work, in line with our calculation policy, and they are encouraged and helped to use the most appropriate and convenient method of recording. Children are encouraged to use mental strategies before resorting to a written algorithm. Recording work may involve children making rough jottings first followed by recording actual answers for the teacher's attention. All children are encouraged to work tidily and neatly when recording their actual answers using single shares for each digit of their answers.

When recording work children will always include the question, working out and the answer in their book.

DoodleMaths

Pupils have access to DoodleMaths learning and should be encouraged to complete the 5 minute task daily at home. Classes should aim to complete some Doodlemaths within the week to help support pupils in class.

Year 1 and Year 2 - 1 session per week

Year 3 and Year 4 - 2 sessions per week

Year 5 and Year 6 - 3 sessions per week

Assessments

Topic tests are completed after each stage of learning with all results inputted into the QLA documents. Intervention lessons are prepared following on from this assessment to allow pupils to delve deeper into questions identified from the QLA.

NFER testing occurs 3 times across the year, providing detailed analysis of each class's strengths and areas for improvement.

Information and Communication Technology

ICT is used in various ways to support teaching and motivate children's learning. ICT involves the computer, calculator, and audio-visual aids. These technologies will however only be used in the daily mathematics lesson when it is the most efficient and effective way of meeting the lesson objective.

DoodleMaths is used weekly to help further enhance the pupils understanding whilst identify areas of improvement and providing support to aim them with this learning stage

MANAGEMENT OF MATHEMATICS

Role of the Subject Co-ordinator

- Ensure progression in attainment from all year groups
- Monitor teaching and assessment
- Teach demonstration lessons when appropriate
- Ensure teachers are familiar with the framework and help them to plan lessons
- Prepare, organise and lead INSET, with the support of the Headteacher
- Observe colleagues, when appropriate, with a view to identifying the support they need
- Purchase mathematical equipment that will raise attainment;
- Attend INSET provided by LA mathematics consultants and feedback important information to staff
- Analyse children's test results to measure attainment and improve mathematics within the school • Inform and support parents
- Conduct an annual review of mathematics and the production of a report for the governors

Role of the Head Teacher

- Lead, manage and monitor the implementation of the framework, including monitoring teaching plans and the quality of teaching in the classrooms.
- Ensure that mathematics retains a high profile in the school's development work
- Deploy support staff to maximise support for the framework.

Role of the classroom teacher

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