Maths Policy

Date Written / Reviewed	January 2026
Date of Next Review	January 2029
Headteacher	*R Swaby*
Chair of Governors	*M Hopkins*

Rationale

'Mathematics is a creative and highly inter-connected discipline that has been developed over centuries, providing the solution to some of history's most intriguing problems. It is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment. A high-quality mathematics education therefore provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject.'

(National Curriculum 2014)

Aims

The national curriculum for mathematics aims 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.

(National Curriculum 2014)

Objectives

Delph's objectives are for the children to:

- have a positive and enthusiastic attitude towards mathematics.
- make rich connections across mathematical ideas to develop fluency, mathematical reasoning and competence in solving increasingly sophisticated problems and ultimate mastery.
- have an understanding of the number system, a repertoire of computational skills and a desire and ability to solve number problems in a variety of contexts such as science and other subjects.
- have a practical understanding of ways in which information is gathered by counting and measuring and is presented in graphs, diagrams, charts and tables.
- develop a rich and accurate mathematical vocabulary which can be used to express themselves and their ideas with assurance.

Activities

The National Curriculum describes what must be taught within each year group, which provides detailed guidance for the implementation of the orders and ensures continuity and progression in the teaching of mathematics. The EYFS follows the Early Learning Goals.

Here at Delph, the progression of skills, which has been taken from the National Curriculum, can be seen in our Mathematics Progression Grid. Each class teacher then has Expected and Greater Depth statements which can be implemented and taught, providing the best possible outcomes for our children. This is driven and sequenced by the White Rose Maths schemes of learning, which ensures children are challenged and supported through a focus on mathematical mastery. We occasionally use other resources, such as Numicon, ThirdSpace Learning and NRich, to supplement and bolster our children's learning experience.

Mathematics is taught mainly as a separate subject daily, however, every effort is made to link it with other areas of the curriculum, where pupils are given the opportunity to apply mathematical skills and knowledge so that they can see it is not an isolated subject. We try to set work that is challenging, motivating and encourages pupils to talk about what they have been doing. The teaching of mathematics at our school provides opportunities for whole class teaching, group work, paired work and individual work.

Pupils engage in:

- the development of mental strategies
- practical work
- investigational work
- problem solving activities
- mathematical discussion
- consolidation of skills and routines
- weekly arithmetic Morning Focus sessions

At our school we have high expectations of our pupils, regardless of race, gender or ability. We aim to set goals which are challenging but realistic, with an aim to provide opportunities for pupils to work at greater depth.

Role of the Mathematics Leaders

Working collaboratively alongside the headteacher, governors and whole staff, the Mathematics Subject Lead will:

- monitor and evaluate pupil learning and the implementation of the policy and National Curriculum objectives, giving feedback and discussing next steps as appropriate.
- keep up to date with current views in terms of mathematics practice via training, disseminating this to colleagues via INSET/Staff Training.
- demonstrate good practice within own class teaching.
- be responsible for the purchase and organisation of resources within budgetary constraints.

Role of Governors

To support and participate in the development and review of this policy, monitoring its effectiveness across school.

Assessment

Assessment is an integral part of the teaching and learning process. It is the responsibility of the class teacher to assess pupils within the class. We aim to make assessment purposeful, allowing us to match teaching activities to the needs of the pupils to ensure progress. Information for assessment will be gathered in various forms:

- by talking to pupils (pupil voice).
- by observation and marking work.
- by short tests at the end of a unit of work/half term.
- by summative termly tests.
- by informal checks e.g. rapid recall of number facts and providing opportunities for application
- by use of baseline assessment (including the statutory RBA for YR).
- by use of Class Expected/Greater Depth learning objectives.
- by SATs at the end of Key Stage 2.

Furthermore, our children are taught to assess their own progress as mathematicians, as well as their understanding of individual concepts. We encourage children to consider their next steps, through the use of our Purple Pens.

All teachers monitor individual and class progress in KS1 and KS2, recording personal progress against the age-related learning objectives.

Monitoring and Evaluation

The maths leaders, in consultation with the Headteacher, governors, staff and DLP, will monitor the effectiveness of this policy via monitoring of planning, teaching and learning (through lesson observations) and peer review with the DLP. Pupils' work may be scrutinised and pupils will be encouraged to get involved in discussion about their work.

Data Protection Statement

The procedures and practice created by this policy have been reviewed in the light of our Data Protection Policy. All data will be handled in accordance with the school's Data Protection Policy.

Data Audit for the Maths Policy					
What?	**Probable Content**	**Why?**	**Who?**	**Where?**	**When?**
Pupil assessment data	Name D.O.B. SEND/PP Test data Teacher Assessment data	Monitor a child's progress and identify next steps Well-Being of Your Child	All Staff (as necessary)	Staff electronic records Paper tests are stored within locked office cupboards during statutory test timelines. Data is deleted / shredded as necessary	Held on File throughout a child's time at school Key data is passed onto a new School when moving on Some data is archived until the child is 25 (e.g. SEND pupil)

As such, our assessment is that this policy:

Has Few / No Data Compliance Requirements	Has A Moderate Level of Data Compliance Requirements	Has a High Level of Data Compliance Requirements
	✓	