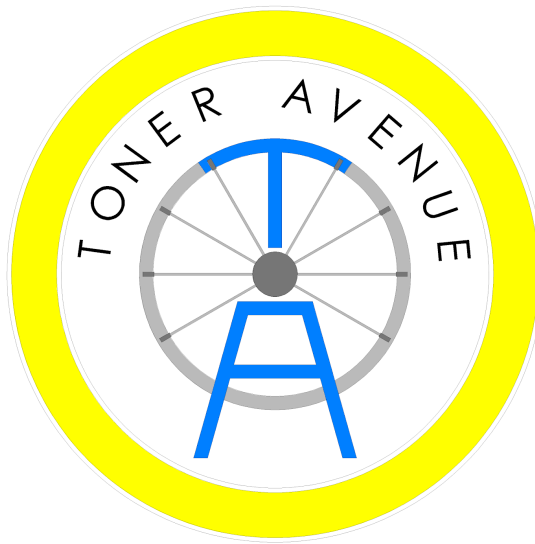




Maths Policy

September 2025

“Every child is a mathematician.”

Anon

“Fluency, efficiency and resilience are the cornerstone for an effective maths approach.”

Anon

Curriculum Intent

Toner Avenue’s Curriculum is designed to provide a broad and balanced experience to all children, accessible to all, which widens their lived experiences, enhances their feeling of self-worth and power and promotes a life-long curiosity and love of learning. We want to motivate and support pupils to take responsibility and ownership of their learning, making links and considering their role within the wider world. Through the use of carefully chosen, philosophical ‘Big Questions’, we aim to link topics of knowledge, build upon and develop existing skills through coherent planning and sequencing of lessons, and support pupils in using these skills and knowledge to make a positive difference to the world around them. We want to enable our pupils to live as responsible, aspirational young people who see themselves as ‘able to’ make a difference.

Our Vision

At Toner Avenue Primary School we recognise the importance of studying mathematics and giving the opportunities to practice and consolidate skills. We want the children at our school to make choices about the methods they use and the approach they make so they are efficient and accurate. We want the children to leave us with a positive outlook on maths and to know they have the skills and confidence to be a mathematician and the resilience to keep on trying.

Aims

We aim to develop pupils’ skills in maths and allow them to make choices in their approaches. The children will be given opportunities to consolidate and reinforce their maths skills within maths lessons through reasoning, investigations and problem solving and also across the curriculum.

We aim for the pupils to be able to:

- Have confidence in maths, both when learning new skills or advancing known skills
- Regularly apply their skills and knowledge in a range of different problem solving ways, including reasoning and investigations.
- Develop their mental maths skills, making choices about the jottings they make and the method they use.
- Make efficient choices both mentally and in formal written methods.
- Discuss their maths work, verbally and in written form, elaborating and clearly explaining the maths they are using.
- Be resilient; know that maths sometimes needs a pause, sometimes takes a while and is always rewarding.

Statutory Requirements

This policy adheres to the National Curriculum in England: Framework Document (July 2014) for mathematics.

Curriculum Delivery

Children from Nursery to Year 5 are taught maths in their classes. Through differentiation and the support from the class teacher and teaching assistants, all children will receive good teaching and support to ensure that they reach their full potential. In year 6, children are placed into sets. Children with ‘Action Plans’ and ‘Intervention Plans’ may receive more support tailored to their individual needs. Pupil Premium children will also receive additional support or teaching to help close the disadvantaged gap in attainment and progress. Pupil premium targets are reviewed on a

half termly basis to ensure pupils are making progress with their targets. Staff are accountable for this progress.

Pupil progress meetings are held half termly to review progress of all pupils.

The Marking and Feedback policy is followed; 'live' marking is used where possible to ensure the children receive timely feedback to address any misconceptions and advance their understanding within the lesson. This will also ensure that children are being prompted to make efficient choices; should this be completed mentally or with a written method, for example. Assessment informs planning and the National Curriculum objectives for each year group are used to plan lessons.

Where appropriate, we provide opportunities for children to practice maths throughout the whole curriculum, the curriculum is linked with our philosophical 'big question' and through our 'Welly Week' activities.

Maths

Teachers will receive an electronic and physical pack for their class and year group each year including:

- Attainment data for the year group and class, with groups and trends indicated.
- Progress data for the year group and class, in a matrix with previous key stage, with pupils not making good progress indicated.
- Maths policy, visual calculation policy and CPA policy
- Yearly and termly overview (inline with the National Curriculum 2014)

Using these documents, children will be planned for and ensure that all children are planned for appropriately.

To ensure a mastery for all approach, children will be taught to tackle a variety of different problem solving styles, including reasoning, investigation and step problems. All children will be given opportunities to apply their skills and discuss their approaches to solving problems. Resources will be tailored by the teacher and fit the needs of the class and children. They may come from Teaching for mastery (Maths Hub), NCETM reasoning progression map grids, Sunderland grids for progression, testbase, mathematical challenges for all pupils, White Rose materials and NRICH materials. All of these materials have been shared electronically with staff. Children will be challenged and regularly exposed to problem solving, especially for the greater depth pupils. We want maths to be progressive and fun, children love to be challenged and solve problems.

Progression of calculation in maths

As stated above, staff will use the visual calculation policy to ensure that formal written calculation is progressive across the year and across the school. This will make sure

Using the CPA policy will support the children's understanding of number and make it clear which equipment can be used, how this can be a visual representation and finally an abstract method (either formal written or a form of mental calculation).

When discussing and modelling formal written methods, staff will refer to their actual place value, not units. For example, $1985 + 3409$ will be 1000 add 3000, not 1 add 3. This will also be expected to be used by children as an ongoing approach to solidifying the understanding of place value. It is the expectation for all four operations.

Mental methods

Year groups will ensure that mental methods are being taught alongside formal written methods. Methods will include the use of jottings and short visual prompts to support the progress of mental understanding, such as number lines and partitioning diamonds.

In their work, pupils will be given the opportunity to choose the most efficient method - mental calculations alongside formal methods. Teachers will challenge and support children to choose approaches and methods. This will ensure pupils make efficient choices.

Fluency in times tables

Year groups 2 to 6 specifically teach children fluency of times tables, helping children to improve the speed and accuracy of their times tables knowledge. The tables taught are as specified for each year group in the statutory requirements of the National Curriculum in England: mathematics programme of study.

Children will have weekly times tables tests, with specific times tables to learn. This will help the progression of both accuracy and fluency as the year continues. Times tables tests can be differentiated where appropriate.

In addition to the teaching of times tables, the fluency of recall of times tables is supported by the regular use in school and home of times tables rockstars. This allows children to see their own progress in fluency and this is shared in classes with a display showing the speed of their times tables. Children are engaged and can use this at home to further their ability and speed of recalling times tables.

Presentation

Children will be expected to use:

- rulers accurately in their maths books.
- one square per digit.
- commas indicating place value.
- correct number formation (especially 0, 6 and 9)

Presentation is key for children solving maths, especially when looking at multi step problems and understanding place value. If there are problems with the formation of numbers, teachers will support pupils to form their numbers accurately.

Assessment

In the EYFS, pupils' achievements are ongoing and are assessed against the Early Learning Goals.

Assessment for Learning is well established in all teaching and formative assessment occurs daily through oral feedback.

Summative Assessment Requirements: Year 1, 3, 4 & 5, children are assessed using the National Curriculum objectives. This is recorded in Insight and used by the maths coordinator to identify children not making good progress based on earlier key stage results. Pupils complete Headstart tests to help inform assessment every half term.

Year 4 children also complete the times table check test in June each year, as of 2020. This information will then provide the basis for targeted intervention for children not achieving a pass. Years 2 (optional) and 6 children encounter questions in the style of the statutory tests to prepare them for formal assessments.

Monitoring

The Subject Leader should be responsible for improving the standards of teaching and learning in maths through monitoring and evaluating:

She takes the lead in policy development designed to ensure progression and continuity of maths throughout the school.

She provides support for colleagues in their development of planning and the implementation of the scheme of work.

The subject leader also gives support in assessment and record keeping activities.

The subject leader assists in the monitoring of progress and standards in maths, takes responsibility for the purchase and organisation of central resources for maths and keeps up to date with developments in maths education and disseminates information to colleagues as appropriate.

In association with the Senior Leadership Team, the subject leader will analyse data and monitor teaching and learning. Using this information, the subject leader will identify priorities and set appropriate targets. They should plan and deploy resources accordingly to meet these targets.

Parental Involvement

At Toner Avenue Primary School, we recognise and value the role of parents/carers in their child's education and value the importance of developing strong, home school links. We appreciate the impact that parental involvement can have on accelerating a child's development in all areas of maths and actively encourage parents/carers to become involved with their child's education at Toner Avenue by supporting their child at home or in school. As well as regular reporting to parents/carers, we are seeking to develop opportunities to involve parents in the children's learning.

We also actively share events through our school website and Twitter account.

Equal Opportunities

All children are provided with equal access to the maths curriculum. We aim to provide suitable learning opportunities regardless of gender, ethnicity or home background.

Updated: September 2025

Review: January 2027