

**MICKLEY VILLAGE PRIMARY AND NURSERY SCHOOL**

**MATHS POLICY**



**Revision History**

REVISION	DATE	NAME	DESCRIPTION
1.0	03.03.24	Holly McGuire	New policy

**Approval History**

REVISION	APPROVAL DATE	APPROVED BY	SIGNED

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## Overview

Maths is a core subject, essential to everyday life. At Mickley Village Primary and Nursery School, we understand that a high-quality maths education provides a strong foundation for understanding the world. We strive to encourage a sense of enjoyment and curiosity about maths and support our children in building their resilience when attempting challenging work. This policy outlines the purpose, nature and management of the teaching and learning of Mathematics in our school.

## Intent

Our aim is for all children to be independent, curious and resilient mathematicians who:

- enjoy mathematics and develop a positive attitude to the subject;
- develop a sound understanding of basic mathematical concepts through direct teaching, practical and investigational work;
- acquire appropriate and necessary mathematical skills and apply them confidently, fluently and accurately;
- are able to demonstrate their skills and knowledge and talk about their work using appropriate mathematical language;
- develop thinking skills and logically apply their mathematical knowledge to solve problems;
- use mathematics as part of their everyday life in school and at home.

## Implementation

The school works to the year-by-year programmes of study for Key Stage 1 and 2, as set out in the National Curriculum 2014. We use White Rose Maths for planning to ensure continuity and coverage in topics covered from EYFS to Year 4, and to ensure consistency in representations and resources. To view our long-term overviews, please click [here](#).

The White Rose philosophy that **Everyone** can do Maths, fits with our own. Teachers ensure that individual needs are met by tailoring materials to support and challenge **all** pupils. They supplement the White Rose fluency and reasoning questions with additional questions from others schemes and resources for mathematics to give the children the opportunity to apply their skills in a variety of ways.

To view our addition and subtraction calculation policy, click [here](#). For our multiplication and division policy, click [here](#).

## Maths lessons

To provide adequate time for developing mathematics, maths is taught daily and discretely. At the start of each maths lesson, children complete a review of previous objectives so that skills are constantly revisited and therefore maintained. This mostly takes the form of the White Rose resource called 'Flashback 4'. Each White Rose block includes small steps towards fluency within a particular area and where fluency is sufficiently developed and embedded, pupils are provided with opportunities to deepen their learning through challenging problem-solving and reasoning tasks.

All lessons involve elements of:

- Demonstration – methods are explained and modelled using appropriate resources and visual displays;
- Key vocabulary, including examples of how to reason with mathematical vocabulary
- Questioning and discussion;
- Application and consolidation through varied fluency and reasoning questions;
- Reflecting and evaluating responses – teachers live mark giving children the opportunity to correct misconceptions and errors.

A good understanding of place value and key number facts is extremely important therefore we encourage use of a wide range of concrete manipulatives in all year groups, to support this conceptual development. These resources include:

- Numicon
- Base Ten
- Tens Frames
- Bead strings
- Rekenreks
- Place value counters

Children are also encouraged to use pictorial representations, such as part-whole models and bar models, to build their understanding of abstract topics and better understand the relationship between numbers and the real world, therefore securing their understanding of the mathematical concept they are learning.

The school uses Times Table Rock Stars to support the learning of multiplication and division facts. This encourages the learning and speedy recall of tables from Year 2 through to Year 6. Children in EYFS, KS1, and where needed in KS2, are able to use Numbots to help support number recognition and addition and subtraction facts. Children are encouraged to continue their practise using these online platforms at home.

## EYFS

The school works to the expectations set out in the Early Years Framework. This sets standards for the learning, development and care of children from birth to five years old and supports an integrated approach to early learning.

The EYFS Framework aims for our pupils to:

- Have a deep understanding of numbers to 10, including the composition of each number;
- Subitise (recognise quantities without counting) up to 5;
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts;
- Verbally count beyond 20, recognising the pattern of the counting system;
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;

- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Children in the early years learn through a mixture of adult-led and child-initiated activities, both inside and outside the classroom. For Reception children, the White Rose small steps planning and long-term plans are followed. To view the long-term overview for Reception, click [here](#). Children have a daily lesson with the teacher, which includes applying their understanding using manipulatives and in written answers, as well as investigating further in their learning environment. All children in the Early Years join in daily with maths songs and rhymes and a variety of maths stories and non-fiction books are included within their provision.

### **Inclusion**

We strive to meet the diverse and complex needs of each and every individual and this is embedded in everything we do as a whole staff. It is our responsibility to enable all children to access and make progress through the maths curriculum.

We respond to children's diverse learning needs by:

- Creating effective learning environments with easy access to a range of manipulatives and an informative and up-to-date working wall;
- Securing their motivation and concentration e.g. through small-step instructions;
- Using a range of teaching approaches and modifying these to suit individual needs;
- Using appropriate assessments and using assessment to set individual targets;
- Running small group or 1:1 intervention where necessary;
- Deploying TA support effectively and ensuring that all children access quality first teaching by the class teacher, every lesson.

### **Impact**

The impact of a lesson is measured through assessment for learning methods during the lessons, such as effective questioning, as well as through live marking. This ensures that misconceptions are picked up on immediately and used as a teaching point.

At the end of each term, children in KS1 & 2 sit NFER assessments. These assess application and understanding and the data is then used to dictate provision and set targets.

In Year 2, optional Standardised Assessment Tests (SATs) are completed at the end of the year by the children. Children are expected to be competent in arithmetic and must be able to reason.

### **Role of the Subject Leader**

- To lead the development of mathematics at Mickley Village Nursery and Primary School;
- To continually raise standards in mathematics;

- To ensure consistency in the teaching of maths, particularly as the school continues to grow;
- To prepare and organise CPD and joint professional development;
- To work collaboratively with the SENDCo to ensure inclusion for all children;
- To keep parents informed about mathematical developments;
- To keep up-to-date with new developments in the area of mathematics.