

Windsor Community Primary School



Mathematics Policy

September 2025

Our Vision

At Windsor Community Primary School, we:

- Promote a love of learning
- Encourage children's confidence, sense of responsibility and respect for all people
- Work in partnership with families

All Windsor children, of all races, cultures, aptitude and ability, will be supported to achieve their potential as tomorrow's adults.

Why we teach Mathematics

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.

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, July 2014)

Statutory Requirements

Statutory requirements for the teaching and learning of Mathematics are laid out in the National Curriculum Mathematics Document (2014) and in the Statutory Framework for the Early Years Foundation Stage (EYFS) (2021) as well as the non-statutory guidance for EYFS, Development Matters (Revised 2023). These documents describe what must be taught in each Key Stage as well as defining a programme of study for each year group.

EYFS

- Number
- Shape, Space and Measure
- Patterns

Key Stage 1

- Number and place value
- Addition and subtraction
- Multiplication and division
- Fractions
- Measurement
- Geometry – properties of shapes
- Geometry – position and direction
- Statistics

Lower Key Stage 2 (Years 3 and 4)

- Number and place value
- Addition and subtraction
- Multiplication and division
- Fractions (including decimals)
- Measurement
- Geometry – properties of shapes
- Geometry – position and direction
- Statistics

Upper Key Stage 2 (Years 5 and 6)

- Number and place value
- Addition, subtraction, multiplication and division
- Fractions (including decimals and percentages)
- Ratio and proportion
- Algebra

- Measurement
- Geometry – properties of shapes
- Geometry – position and direction
- Statistics

Planning

At Windsor, mathematics planning is used in the following ways:

- **Long term** – The key learning goals as set out by the National Curriculum programme of study, to be taught over the year
- **Medium term** – The key learning goals to be taught over a half-term, including where cross-curricular links can be made (See 'Cross-Curricular Links')
- **Short term** – The daily planning of mathematics in the staggered input format, providing differentiation, vocabulary and where groups are supported/taught by teachers, LSAs or are working independently
- **Interconnected** – Identification of key learning goals that can be taught in tandem to ensure full coverage of the Programme of Study

Staff follow objectives from the White Rose Hub scheme of work for all topics across the year.

Cross-Curricular Links

Mathematics is taught mainly as a separate subject but every effort is made to link maths with other areas of the curriculum. We also draw children's attention to the links between maths and other curricular work so children see that maths is not an isolated subject.

In the Early Years, these links are more evident because of the less formal timetable.

Teaching methods and approaches

Teachers use White Rose Maths planning documents to structure their lesson plans across the year and for each lesson to help guide and inform the teaching of children.

Lessons follow an 'I do, we do, you do approach' and consist of an oral/mental starter to engage all children, teacher modelling of the new learning ('I do'), children having a go at the new learning, working in pairs/groups ('We do') and children independently working on tasks ('You do'). Teachers use their own judgement in how to approach teaching a concept, with the White Rose Maths resources available, as well as Classroom Secrets materials. LSAs are distributed around to facilitate children's learning during maths lessons.

Pupils engage in:

- The development of mental strategies
- Written methods
- Practical work
- Investigational work
- Problem-solving
- Mathematical discussion using precise mathematical language.
- Consolidation of basic skills and routines

Mastering number and fluency time

Reception through to Year 5 follow the NCETM Mastering Number scheme, ensuring firm foundations in the development of good number sense and basic skills. These sessions are timetabled separately to daily maths lessons and help to secure mental methods, fluency skills and to revise topics from previous year groups that require regular review (e.g. time)

Year 6 recap learning from previous units taught in their timetabled maths fluency time, again separate to their maths lessons. Areas to focus on are identified by teachers from the end of unit assessments, which are completed by the children at a distance of 2 weeks after the unit is finished.

Financial Maths

At Windor, we use resources provided by the Just Finance Foundation to ensure that our pupils understand money and begin to develop positive money habits from an early age. The resources allow the children to explore 5 Big Questions:

- Where does our money come from?
- How does money make us feel?
- What can we use our money for?
- How does our money help other people?
- How can we look after our money?

Children also have the opportunity to save their money through our Life Savers Savings Club, established with the local Credit Union. Certificate incentives encourage children to save while Year 6 cashiers are given the opportunity to operate our own school bank in collecting the savings each week.

Assessment

We aim to provide feedback to children through marking, encouraging them to identify the errors in their own work and make corrections (See separate Marking Policy for more information). Children are given time to read and review their work following marking. They are also encouraged to self-assess their work through a smiley, straight or sad face when they have finished to show their level of understanding and confidence in their learning.

Teachers assess children at the end of each term, as either:

- **Below** (the expected standard)
- **WTS** – Working towards the expected standard
- **WWS** – Working within the expected standard
- **GDS** – Working at greater depth within the expected standard

Teacher assessments are then discussed with the Head teacher and Subject Leader each term to address any concerns with children's progress and learning.

Resources

Resources for the delivery of the maths curriculum are stored centrally within key stages, in classrooms and milestone intervention boxes. This accounts for everyday basic equipment and additional, topic-specific items.

Materials are updated as and when required to ensure teachers have what they need to teach each topic. The maths subject leader orders new resources after consultation with the staff.

Resources in addition to those on White Rose Maths are also supplied through teacher logins for classroomsecrets.co.uk.

Children also have access to Times Table Rock Stars accounts, allowing them to practice their times tables outside of school. This is promoted in school with class vs battles and a league table that resets after each half term to encourage children's participation.

Reporting

All parents/carers receive termly reports on which there is a summary of their child's attainment and progress in mathematics for that term. These are discussed with the parent/carer on Parents' Day, once a term.

Inclusion:

At Windsor Community Primary School, we aim to identify the barriers to learning and participation as they arise and to provide teaching and learning contexts, which enables every child to achieve to their full potential. Learners with dyslexia will benefit from early identification, appropriate intervention and targeted effective teaching, enabling them to become successful learners, confident individuals, effective contributors and responsible citizens.

Gifted and able children will be identified by class teachers and suitable learning challenges / provision will be provided.

English as an Additional Language:

Children with English as an additional language are supported according to need, i.e. children with no knowledge of the English language are supported through 1:1 targets, which are identified by the teacher and supported by the schools bilingual learning support assistant. When appropriate the child will

join a phonics group. Focus groups of children with English as an additional language are identified and supported appropriately during Mathematics lessons and in other areas of the curriculum.

Equal Opportunities:

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

Inclusion

Consideration is given to all the needs of the children including children with learning difficulties, children with physical difficulties, children who speak English as an Additional Language and children with social and emotional barriers. For gifted, talented and more able children, teachers will provide additional opportunities for these children to take responsibility, develop leadership skills, think creatively and use their talents for the good of the class or wider community.

As far as is appropriate, pupils with special educational needs should follow the same Mathematics curriculum as all other students. Careful consideration is given concerning the level of differentiation needed, and in some cases the content or delivery will have to be adapted. Teachers and/or teaching assistants work with individual pupils where required, and if appropriate external support will be sourced.

Role of Subject Leader:

The subject leader should be responsible for improving the standards of teaching and learning in mathematics.

At Windsor this is done in the following way:

- tracking pupil progress in mathematics
- interconnected curriculum maps to ensure full coverage of programme of study
- monitoring of school environment through completion of learning walks
- monitoring teaching and learning through observing lessons
- monitoring teaching and learning by completing book looks as a leadership team
- scrutiny of medium-term planning
- co-coaching of staff

- delivery of staff CPD through staff meetings and Inset days for teaching staff and LSAs
- purchasing, organising and auditing of resources
- keeping up to date with recent mathematics developments
- supporting staff in the teaching of mathematics
- reporting to governors on a termly basis

Parental Involvement:

Parents are encouraged to take an active role in the learning experience of their child. At Windsor this is done through:

- Homework – Learning Logs and separate maths work
- parent workshops that offer information and share on strategies

Conclusion:

This policy also needs to be read in conjunction with other school policies and therefore should be read alongside the following school policies:

- Teaching and Learning policy
- Assessment for Learning and Formal Assessment Policy
- Marking Policy
- Learning Support Assistant's Policy
- Special Educational Needs Policy
- ICT Policy
- Equal Opportunities Policy

This Policy has been approved by the Full Governing Body on

This Policy was amended on 10/10/2025 by C. Hearnshaw

This Policy will be reviewed in September, 2026

Signed:

(Chair of Governors)