



Longshaw Junior School

Success for all - Nothing Less!



Mathematics Policy

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1. INTENT

Aims

Mathematics teaches children how to make sense of the world around them through developing their ability to calculate, reason and solve problems. It enables children to understand relationships and patterns in both number and space in their everyday lives.

At Longshaw Junior school, we believe that mathematics is a fundamental life skill. We inspire all our children to be fluent mathematicians, who can reason mathematically and apply their understanding of maths in order to solve a range of different problems. We follow a 'mastery' approach to the teaching of mathematics, promoting a 'can do' attitude for all children. All our pupils are encouraged by the belief that, by working hard in maths, they will then ultimately succeed!

Our main aims for our pupils are:

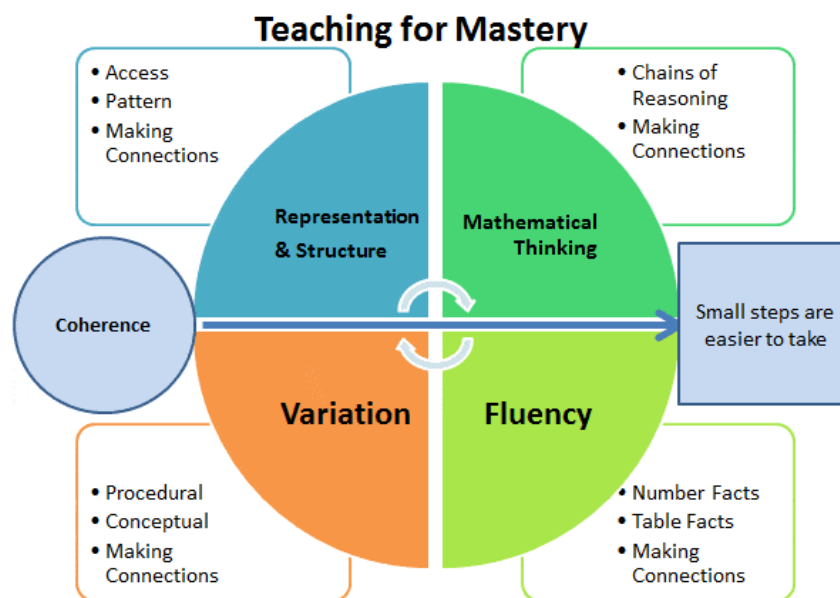
- To develop proficiency in the use of maths **vocabulary**;
- To raise the standards of basic skills across all cohorts through the **concrete, pictorial, abstract** approach. Using the CPA approach, understanding is likely to be developed more quickly where children are encouraged to start from modeling a problem with concrete objects, before moving on to pictorial and abstract representations;



- To promote **fluency** by improving confidence and competence with numbers and the number system
- To develop the ability to **solve problems** through decision making and **reasoning** in a range of contexts;
- To understand the importance of mathematics in everyday life.

In September 2022, Longshaw Junior School began transitioning towards a mastery approach to the teaching and learning of mathematics. We understood that this would be a gradual process and take several years to embed. The rationale behind changing our approach to teaching mathematics lay within the NCETM Maths Hub Programme as well as the 2014 National Curriculum, which states:

- The expectation is that most pupils will move through the programmes of study at broadly the same pace.
- Pupils who grasp concepts rapidly should be challenged through being offered rich and sophisticated problems before any acceleration through new content.
- Those who are not sufficiently fluent with earlier material should consolidate their understanding, including through additional practice, before moving on.



2. IMPLEMENTATION

Teaching and learning

Since September 2023, we now follow the 'Red Rose' Lancashire County Council Mastery scheme, which is used in Year 3 to Year 6. It follows a 'mastery approach' to the teaching and learning of mathematics. This approach rejects the idea that a large portion of people 'just can't do maths' (NCETM, 2016). Instead, it focuses on the idea that pupils can achieve depth in their learning, which can be accomplished by using key principles. The Red Rose Mastery scheme has a multi-layered approach to the teaching of maths, focusing on elements of effective maths teaching, which are supported in both the National Curriculum and OFSTED Inspection Framework. These elements include:

- Representation and Structure

- Coherence
- Mathematical Thinking
- Variation
- Fluency

It is also important to note that the scheme also follows Bruner's Concrete, Pictorial and Abstract (CPA) approach, which allows pupils to have a deeper and more fluent understanding of key mathematical concepts.

Planning and organisation

In all classes there are children of differing mathematical ability and, as far as possible, pupils work in mixed ability groups. Within the Red Rose scheme, tasks and activities are designed to be easy for pupils to enter while still containing challenging components. All children are given the opportunity to access the Red Rose Mastery curriculum for their year group, however, teachers may adapt content according to specific pupil needs. For advanced learners, there are also non-routine questions for pupils to develop their higher-order thinking

Our pupils undertake a mathematics lesson every day – where they work on securing their number skills across different contexts.

- There is a clear focus on quality first teaching – with a model of I do, we do, you do.
- New learning is identified explicitly through an 'initial problem'
- Pupils then receive 'guided learning' teaching through regular interchange between concrete, pictorial and abstract representations
- They then complete 'independent learning' tasks
- Opportunities are planned for 'deeper learning' to take place

From September 2024, Year 4 and 5 pupils are also participating in the NCETM Mastering Number KS2 intervention. This is a daily 15-minute session, (in addition to their maths lesson) which enables them to develop fluency in multiplication and division facts, and a confidence and flexibility with number that exemplifies good number sense.

Opportunities for extra fluency practice (instant recall of key facts, such as number bonds, times tables, division facts, addition and subtraction facts) should be provided outside mathematics lessons (morning starters).

To aid the CPA approach, school is well resourced and teachers have most of their resources in their classrooms. We also have a range of mathematics software, including My Maths and Times Tables Rockstars. All teachers are responsible for the

care of resources, which are overseen and audited by the coordinator. The appropriateness of resources will be reviewed each year and new resources purchased when necessary.



3. IMPACT

Assessment is seen as an on-going process in order to carefully monitor the progress of each pupil.

Marking

In Red Rose Maths, work is marked using a live marking strategy (closest to the point of action), which is considered best practice i.e. with the child during the lesson. This gives pupils an opportunity to respond immediately and misconceptions are tackled at that point. Children are given opportunities, and are actively encouraged, to explain their work to others and to display their work when it seems appropriate. They are encouraged to value and respect the work of others.

Next steps are not necessary as the next lesson is normally the next step in learning. However, it is essential that all marking picks up and addresses any misconceptions/mistakes and thorough questioning ensures children have clarified their thinking clearly.

Assessments and Record Keeping

In addition to the formative assessment undertaken in lessons, teachers will use termly summative assessments supplied by Red Rose to reinforce their judgements and provide further opportunities to identify gaps in pupil learning and tailor future lessons. Judgements are then entered onto Sonar each term and teachers talk through the progress of their pupils at termly tracking progress meetings: this ensures targeted support can be given to those who need it.

During the summer term, SAT's are undertaken by children in Year 6.

Inclusion and Special Educational Needs

Longshaw Junior School aims to meet the needs of all, taking into account gender, ethnicity, culture, religion, language, disability, age and social circumstances. The provision for children with special needs is detailed in the SEND Policy. SEN pupils may be supported by additional adults, different resources, differentiated activities. They may also complete additional activities outside of the mathematics lesson or be taught in a small group. We have high expectations of all children and strongly believe that all children are able to achieve in mathematics. Some pupils may take longer to grasp concepts and may need careful scaffolding or extra time/support.

Involving Parents and Carers

At Longshaw, we encourage parents to be involved in the mathematics curriculum by:

- Providing parents with guides outlining what mastery teaching involves in KS2 and how they can support at home.
- Inviting parents in twice a year for parents evening to discuss their child's progress.
- Reporting on mathematical progress in their child's report.
- Using our mathematics page on the school website to provide information about how we teach the four calculations as pupils move through the school.
- Children have access to My Maths and Times Table Rock Stars to further consolidate their Mathematical understanding.
- Any useful websites are available on the half termly homework grids



4. ROLES AND RESPONSIBILITIES

The Head teacher will:

- set high expectations and monitor the teaching and progress in mathematics;
- encourage a whole school approach, keeping parents, governors and support staff well informed of issues;
- support the mathematics coordinator and individual teachers;
- regularly review and monitor the Improvement Plan for mathematics.

Governors will:

- support the staff in implementing the school's policy for mathematics;
- monitor and reviews the Improvement Plan for mathematics

The Subject Co-ordinators:

- The current co-ordinators are Nicola Apaloo and Ashley Taylor

The Co-ordinators will:

- lead by example showing a thorough understanding of the subject;
- offer support to teachers in planning, teaching and assessment;
- work alongside the head teacher to monitor and evaluate teaching and progress;
- with the governors and the head teacher, identify needs and set targets for improvement; or and review the Improvement Plan for Mathematics;
- analyse results/standards in order to identify areas of weaknesses.

PERSON/S RESPONSIBLE:

This policy has been updated by Mrs N Apaloo
September 2025