Leyland St James CE Primary School and Nursery

Mathematics Policy

Maths Subject Leader: Mr Atherton

Maths Lead Governor: Mr D Gregson

Date policy written: November 2026

Date to be reviewed: November 2028

Curriculum Team: Mr J Atherton and Mr S Dunn

Intent:

Mathematics at Leyland St James Church of England Primary School is a creative and highly inter-connected subject, underpinned by the three statutory aims of the National Curriculum: fluency, reasoning and problem solving. Our intent is for all children to become fluent mathematicians, who are able to confidently recall and apply mathematical knowledge and demonstrate conceptual understanding. We aim for all of our children to be proficient users of mathematical language, which will support them in their mathematical reasoning in different contexts. Our ambition is for children to become competent problem solvers, through applying their mathematical knowledge to a wide range of problems, in maths lessons, other subjects and in 'real life'.

Implementation:

In Mathematics, we implement an inclusive curriculum that meets the statutory requirements of the National Curriculum. We use 'Maths - No Problem!' which is a developed scheme centred around mastery learning. The use concrete resources, problem-solving tasks in a collaborative approach supports children's mathematical reasoning. All pupils work through the programme of study at the same pace with ample time on each topic before moving on. Ideas are revisited at higher levels as the curriculum spirals through the years.

Leyland St James' CE Primary School have developed a 'journaling' to the beginning of each Maths lesson. Journaling is a tool for pupils to communicate, articulate and explicate their mathematical thinking during the the exploration stage of learning. From Year 1 through to Year 6, lessons begin with a journaling word problem – prompting discussion, collaborative reasoning and the freedom for children to choose concrete, pictorial and abstract methods to find solutions and methods. Journaling allows children time to explore their own pathway when solving mathematical problems, whilst being steered and guided by the teaching staff. Teachers and support staff facilitate, discuss and develop the learning of specific groups and individuals.

<u>Structure of Maths lesson</u>

1. Journaling - Explore Task
2. Master phase: Explicit teaching and modelling (Examples: Use of interactive whiteboard, concrete resources, pictorial representations and abstract as appropriate)
3. Guided Practise – this could be independent on whiteboards or jotters, partner talk, and may include using resources.
4. Apply- Independent activity including fluency, reasoning and problem solving.

5. Consolidate- Reasoning or problem-solving question to end every maths lesson (whole class).

Lessons and activities are designed to be taught using problem-solving approaches to encourage pupils' higher level thinking. Maths Mastery opportunities are offered to pupils in a range of ways:

1. Maths No Problem: The workbook builds in questions and challenges for mastery and greater depth learning.

2. Teacher Questioning: Using planned and spontaneous assessment for learning questioning, prompting discussion and discovery.

3. Hinge Questions: Scaffolded mastery discussion points for small or whole class group learning.

4. NCETM Mastery and Greater Depth Teaching opportunities https://www.ncetm.org.uk/classroom-resources/assessment-materials-primary/

5. White Rose https://whiterosemaths.com/resources/primary-resources/primary-sols/

Maths — No Problem! Spiral Approach and Variation:

The spiral approach allows pupils to learn mathematical concepts well and deeply. Click the link to see a planned example of how this works.
See how the Spiral Approach is delivered by topic and year group here.

Impact:

Our well-planned Maths curriculum ensures that children are fluent and confident mathematicians, who are in preparation for the real world. Our children are enthusiastic and competent mathematical problem solvers, within maths lessons and across the curriculum. Our child are highly motivated and engaged Mathematicians who are prepared to be challenged to further their learning.

North West Maths Hubs:
We are proud to have worked in partnership with the North West Maths Hubs for the last 7 years and in this academic year (2026-27) we are continuing to develop our maths mastery through the sharing of excellence with other Hub schools. The hub is funded by the DFE and part of NCETM (National Centre for Excellence in the Teaching of Mathematics) . The aims of the NCETM are to "raise levels of achievement in maths, and to increase appreciation of the power

and wonder of maths, across the school..." The Maths Hub Programme allows us to work collaboratively with other schools in the Teaching For Mastery Programme.

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Lessons and activities are designed to be taught using problem-solving approaches to encourage pupils' higher level thinking. Maths Mastery opportunities are offered to pupils in a range of ways:

1. **Maths No Problem:** The workbook builds in questions and challenges for mastery and greater depth learning.

2. **Teacher Questioning:** Using planned and spontaneous assessment for learning questioning, prompting discussion and discovery.

3. **Mini Plenaries and Hinge Questions:** Scaffolded mastery discussion points for small or whole class group learning.

4. **NCETM Mastery** and Greater Depth Teaching opportunities https://www.ncetm.org.uk/classroom-resources/assessment-materials-primary/

5. **White Rose** https://whiterosemaths.com/resources/primary-resources/primary-sols/

Nursery and EYFS

Early Years Foundation Stage: Nursery (2-3 Years)

Mathematics is embedded throughout the provision and delivered through purposeful play, adult interactions, stories and practical exploration.
Children are supported to:

Number

- Develop counting awareness through songs and rhymes.
- Notice and explore quantity.
- Begin to match, sort and compare objects.
- Understand concepts such as more, less, empty and full.

Numerical Patterns

- Explore patterns in the environment.
- Recognise similarities, differences and change.
- Develop spatial awareness.
- Explore shape through practical experiences.

Practitioners use high-quality mathematical language and planned interactions to deepen children's understanding.

Nursery (3-4 Years) and Reception

Teaching follows the EYFS Statutory Framework, focusing on:

Number
Children develop:

- Counting skills.
- One-to-one correspondence.
- Subitising.
- Number composition.
- Understanding of numerical relationships.

Numerical Patterns
Children:

- Explore pattern and relationships.
- Compare quantities.
- Develop positional language.
- Investigate shape, space and measure.

Learning takes place through:

- Direct teaching.

- Continuous provision.
- Mathematical investigations.
- Adult-guided activities.
- Real-life contexts.

Assessment is ongoing through observation and professional dialogue.

Yearly Overviews from Year 1 to Year 6 can be found on the Leyland St James website, here:

https://www.leyland-st-james.lancs.sch.uk/curriculum/maths

Adaptations in Year 6:

Year 6 follow Maths No Problem between Autumn 1 and Autumn 2. Between Spring 1 and Spring 2 lessons continue to follow the curriculum whilst following a combination of White Rose, Maths No Problem and NCETM planning. Beyond the end of Key Stage 2 SATS, Year 6 continue to consolidate their learning within class.

Progression of Written Calculations

Progression of written calculation is guided by the Written Calculation policies and each individual teacher's professional judgement.

Inclusion and Intervention

Equal opportunities are a fundamental principle in this school and the mathematics programme is in line with the school's statement of equal opportunities for all our children as their right of entitlement.

Special Educational Needs are accounted for in the SEND policy.

School TLP's are drawn up for those children on the special needs register with the guidance of the SENDCO and reviewed on a termly basis. The school uses intervention support and pre-learning based upon the 'Maths no problem' concepts to support pupils.

Each class teacher is also supported by a classroom assistant during Mathematics lessons, such as to provide support for those children that might need it, or to challenge others to develop their thinking further.

Within each Mathematics lesson, resources and visual guidance are used to support pupils as they all work to complete the same core tasks, with further challenges to enable children to develop their understanding in different contexts.

Marking

Work in mathematics should be closely monitored by the teacher and with the help of support staff. The marking policy provides guidance on how staff should mark within mathematics. Essentially, marking and feedback should take place at all times within class sessions, however this won't always be written. Teachers and support staff are encouraged to feedback to pupils, provide scaffolded comments/prompts, particularly during the lesson as 'live marking'.

However, the teacher oversees the progress of pupils and will comment on attitude and attainment, seek to deepen learning and to prompt or scaffold support.

Where appropriate, next steps are indicated and children are asked to work on next steps during the next lesson.

Assessment and Record Keeping

Teachers are expected to make regular assessments of each child's progress and to record these systematically. Assessment in mathematics takes the form of formative assessment for all pupils, including a baseline assessment in EYFS followed by moderated judgements against the Early Years Outcomes for Number and numerical patterns and end of Key Stage testing in KS1 and KS2 (SATS).

The Governing Body

We have a designated Mathematics member of the governing body, Mr D Gregson, who visits school to monitor the teaching within mathematics and to challenge and support the school in raising standards in mathematics.

The Mathematics governor reports back to the curriculum committee on a regular basis, while also settings areas of focus for future terms and contributing to the Maths action plan.

Homework

In line with our home/school contract we set out of school activities linked to learning in class. Pupils are set short and focused tasks that are varied, interesting and fun. The tasks are intended to stimulate learning and enhance a range of study skills. All children from KS1 upwards are expected to learn their times tables and other mathematical facts, which are tested at regular intervals.