

MATHS POLICY STATEMENT

NOVEMBER 2025

INTENT	IMPLEMENTATION	IMPACT
<p>At North West the curriculum is designed to:</p> <ul style="list-style-type: none"> • Promote enjoyment, confidence and enthusiasm for learning mathematics. • Give children a wide variety of mathematical experiences. • Promote children's competence with understanding in the concepts and skills in the 10 areas of Maths (Number & Place Value, Addition & Subtraction, Multiplication & Division, Fractions, Measurement, Properties of Shape, Position and Direction, Statistics, Algebra and Ratio & Proportion) as required by the National Curriculum. • Implement a problem solving approach to mathematics, being able to utilise the skills learnt in different situations. • Enable children to become independent learners. • Develop in each child the correct usage of mathematical vocabulary. • Make rich connections across mathematical ideas to develop fluency, mathematical reasoning and competence in solving increasingly sophisticated problems. • Give all children equal access to mathematics regardless of race, culture, gender or any special need • Provide equal opportunities for children to apply their mathematical knowledge to other subjects (cross-curricular links). • Monitor and support the progress and development of mathematics teaching and learning within the NWLJDS community. 	<ul style="list-style-type: none"> • Maths will be taught on a daily basis. • Teachers will follow the National Curriculum with a Maths Mastery approach to ensure that children develop a deep understanding of the concepts taught within the curriculum. • Teachers break the learning down into manageable steps, moving children onto the next stage once each objective has been achieved. • Teachers will implement the school's agreed calculations policy for progression in written and mental calculations to ensure a consistent approach to teaching the four operations over time. • Children will be taught in mixed attainment groups. • Short term planning will be done on a weekly basis that outline the adults and pupil's roles in the lesson. • All lessons will begin with an arithmetic recap to consolidate understanding of previously taught topics as well as a Higher Order Thinking (HOT) activity to develop and sharpen mental and oral skills. • Teachers will use a variety of visual, auditory and kinesthetic means to deliver their lessons. • Teachers will scaffold the curriculum, so children's individual needs are supported • Children who have shown their understanding at a deep level within the unit will have opportunities to apply these skills in a greater depth activity. • Reasoning and problem solving are integral to the activities children are given to develop their mathematical thinking. • Interventions will be in place throughout the school for pupils, as and when they are deemed necessary by the teacher to ensure children are ready for their next Maths lesson • Children will be made aware of their own successes and how they can move to the next steps through oral and written feedback. • Homework will be set to develop and review children's learning from Year 2 upwards. • Wherever possible, links will be made with other curriculum areas through whole school activities such as Maths Days and 'Maths Challenge' opportunities to help apply concepts taught in distinct lessons to real life contexts. • Teachers will set termly targets that will be given to parents at each Parent's Evening. • Targets will be regularly monitored to see that children are consistently progressing. • Children who are assessed as having special educational needs in Mathematics are given individual targets, which form part of the pupil's IEP. These are discussed and reviewed with parents and the child on a termly basis. • Termly assessments will take place to track the progress of each child. • Year 2 and Year 6 pupils will sit statutory SATs and Year 4 pupils will sit the statutory 'Multiplication Tables Check'. • Termly pupil progress meetings will discuss the progress and needs of individual children with the Headteacher and Deputy Headteacher, supported by the ECM team. 	<ul style="list-style-type: none"> • Children will achieve the key learning objectives (expected standard) for their year group • Most children will meet the national standard for Maths at the end of KS2 with a high percentage of children obtaining 'Greater Depth' (this will depend on the nature of the cohort) • Children will become independent learners and improve their confidence in Maths • Children will be engaged and challenged at all times • Children will show a high level of pride in the presentation and understanding of the work • Children will be able to talk about Maths, their learning and the links between mathematical topics • The impact will be evaluated in different ways: <ul style="list-style-type: none"> ◦ By observation in the classroom. ◦ Looking at planning. ◦ Looking at children's work and identifying how they have become independent learners. ◦ Looking at records of progress / assessment. ◦ Discussion with children and teachers.