



'A caring Christian community where every child achieves a love of life and learning'

Luke 10: 25-37

Trust, Friendship, Respect, Forgiveness, Courage, Truthfulness

MATHEMATICS POLICY

Policy Lead Committee: Lydney Local Academy Committee **In consultation with:** Senior Leadership Team

Approved by:

A handwritten signature in black ink, appearing to read 'Daisy', on a light blue background.

Chair of Local Academy Committee

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"Mathematics has beauty. It's not a boring place to be, the mathematical world. It's an extraordinary place; it's worth spending time there."

- Marcus du Sautoy

1. Introduction

The purpose of our mathematics curriculum at Lydney C of E Community School is to prepare our children to be confident, numerate citizens and to instill a curiosity and enjoyment of mathematics that will stay with them throughout their lives.

Rooted in the parable of the Good Samaritan with our theologically-rooted vision to be "a caring Christian community where every child achieves a love of life and learning", our curriculum aims to ensure that all our children have the best possible opportunities to develop and achieve in mathematics. Our Christian values of trust, friendship, respect, forgiveness, courage and truthfulness are golden threads interwoven throughout the teaching and learning of mathematics here at Lydney C of E Community School.

The school values are promoted throughout maths lessons:

- Courage when developing new skills and trying something new;
- Respect for mathematicians and their work, and for each other when mastering new learning;
- Forgiveness when class members make mistakes;
- Trust when supporting each other in investigations;
- Truthfulness when asking mathematical questions or when finding the work difficult;
- Friendship when taking turns and treating each other as we would like to be treated

2. Intent

The basis of our approach to teaching mathematics is a belief that all children can find enjoyment and achieve in it. The development of a growth mindset underpins our teaching of mathematics at all levels.

We believe that the special power of mathematics lies in its capacity not just to describe and explain, but also to predict and suggest possible answers to problems. It is not only taught because it is useful, but it should also be a source of inspiration and wonder. Across our school, we want children to see that mathematics provides a unique way of viewing and making sense of the world.



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We aim to produce mathematicians who:

- Demonstrate fluency in the fundamentals of mathematics, including a well-developed and embedded sense of number place value, and a solid grasp of key number facts in line with programmes of study for each year group.
- Acquire the ability to think and reason logically, exploring and looking for patterns and relationships within their mathematics, and using their findings to develop their thinking and solve problems.
- Are confident in applying their skills to solve problems, selecting specific mathematic skills/operations to do so, and breaking down increasingly complex problems into a series of smaller steps to solve them.
- Are confident in using the language of mathematics, including mathematical terms and vocabulary, enabling them to articulate their thinking clearly and to communicate information and ideas.
- Display a positive attitude towards mathematics, and an enjoyment of the subject, which will enable them to use their skills, knowledge and understanding with confidence, regardless of any characteristic.

Through mathematics, our curriculum helps children develop transferable skills such as teamwork, critical thinking, problem-solving, presenting data and reasoning. These skills are vital to children's development as learners and have a wider application in their general lives outside and beyond school. The White Rose scheme of work is the vehicle through which we deliver a mastery approach to mathematics. It enables pupils to meet the aims of the National Curriculum and prepare our children for their secondary education and beyond.

At Lydney C of E Community School, we are inclusive and achieve this in mathematics lessons by actively promoting a 'can do' attitude to maths, where all staff and students believe that everyone can achieve. All classes encourage a growth mindset and understand that mistakes are celebrated and students understand 'the power of yet' when tackling maths problems. By providing opportunities for children to investigate, prove, pattern spot and make connections, we aim for mathematics to be creative and inspiring, enabling all children to develop important mathematical skills in interesting and diverse ways. To nurture our children, mathematics should be enjoyable and an opportunity for students to ask questions freely and to work together to problem solve and reason.

3. Legal Framework

This policy has due regard to statutory guidance including, but not limited to, the following:

- [National curriculum in England: mathematics programmes of study - GOV.UK](#)
- [Early years foundation stage \(EYFS\) statutory framework - GOV.UK](#)



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➤ [Equality Act 2010: guidance - GOV.UK](#)

4. Curriculum Drivers

Our mathematics curriculum is based around 5 drivers that underpin positive learning attitudes and the development of the whole child.

4.1 Belonging

Our whole class approach to teaching means that children are not excluded from learning according to ability. Children are encouraged to work together in investigative activities, and when developing new concepts through use of practical equipment. Children are encouraged to discuss their mathematics learning, and this is a key part of our ethos for learning.

4.2 Well-being

From the outset, we encourage a positive outlook to mathematics learning, with a great focus on developing a growth mindset. Children understand the importance of using mistakes as a learning tool, and are familiar with messages such as "the power of yet", which ensures confidence to have a go.

4.3 Spirituality

Children have opportunities to explore mathematics through contexts which encourage wonder and interest. Through links to other curriculum subjects, children are encouraged to look at the world around them with a mathematical eye.

4.4 World Aware

Children are encouraged to make links to the real world when studying different areas of mathematics and teachers highlight real-world application and try to provide realistic contexts for the children's work.

4.5 Possibilities

Mathematics opens up an infinite world of possibilities! Through reasoning activities and open-ended problem solving, children are encouraged to be pattern spotters, and to predict possibilities and suggest the ways forward. They are encouraged to look at and present mathematical concepts in a variety of representations.



5. Roles and Responsibilities

5.1 The Headteacher

The headteacher is responsible for:

- Holding the subject leader to account for pupils' attainment.
- Assisting the subject leader in reviewing and updating this policy.
- Supporting the subject leader in identifying CPD opportunities for themselves and classroom teachers.
- Promoting the needs of all pupils and ensuring they can access a well-rounded and inclusive curriculum.

5.2 The Subject Leader

The subject leader is responsible for:

- Preparing policy documents, curriculum plans and schemes of work for the subject.
- Attending training courses and undertaking CPD opportunities for themselves.
- Reviewing changes to the national curriculum and advising staff on new developments and assisting in their implementation.
- Supporting classroom teachers to plan lessons and ensure continuity and progression from year group to year group.
- Monitoring the learning and teaching, providing support for staff where necessary.
- Encouraging staff to provide effective learning opportunities for pupils.
- Helping to develop colleagues' expertise in the subject.
- Organising the deployment of resources and auditing them.
- Liaising with teachers and holding them to account for the attainment achieved.
- Communicating developments in the subject to all teaching staff.
- Leading staff meetings and providing staff members with the appropriate training.
- Organising, providing and monitoring CPD opportunities in the subject.
- Ensuring common standards are met for recording and assessment.
- Advising on cross-curricular and extra-curricular activities.
- Collating assessment data and setting new priorities for development in subsequent years.



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- Identifying areas for improvement and ensuring these are included in a subject specific action plan and form part of the SIP.
- Liaising with subject leaders from local Primary and Secondary Schools.

5.3 The Classroom Teacher

The classroom teacher is responsible for:

- Working with the subject leader to ensure the high-quality delivery of the curriculum and continuity between year groups.
- Acting in accordance with Lydney C of E Community School's Policies.
- Ensuring the progression of pupils' skills with due regard to the National Curriculum.
- Planning engaging and interesting lessons, ensuring a range of teaching methods are used to cover the content of the national curriculum.
- Monitoring the progress of pupils in their class and reporting this on a termly and annual basis.
- Reporting any concerns regarding the teaching of the subject to the subject leader or a member of the senior leadership team (SLT).
- Undertaking any training that is necessary in order to effectively teach the subject and improve practice.
- Reporting on pupils' progress at parents' evenings and in end-of-year reports.

5.4 The SENDco

The Specialist Educational Needs and Disabilities Co-ordinator (SENDco) is responsible for:

- Liaising with the subject leader in order to implement and develop the subject throughout the school.
- Organising and providing training for staff for pupils with special educational needs and disabilities (SEND).
- Advising staff on how best to support pupils' needs.
- Advising staff on the inclusion of objectives in pupils' individual education plans.
- Advising staff on the use of teaching assistants in order to meet pupils' needs.



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6. Implementation

At Lydney C of E Community School, we use a concrete/pictorial/abstract approach to learning at all levels. We use the White Rose Maths scheme of work as our main vehicle for achieving mastery in mathematics and delivering our curriculum aims. This is supplemented by other materials to develop further fluency and reasoning opportunities, and to develop a progressive approach to learning.

All classes deliver regular fluency lessons, where children re-visit and rehearse areas of mathematics that are not currently being taught, and which embed and rehearse key ideas for each year group. Our ambition is for every child to have as many opportunities a day as possible to experience mathematics, which include mathematics mastery lessons, fluency lessons, morning mathematics activities, multiplication practice, counting, chanting and alike.

7. Approach

How is Maths taught at Lydney C of E Community School?

We follow a mastery approach to teaching mathematics, focusing on developing a deep understanding of mathematics for all children.

7.1 Early Years Foundation Stage

Children have access to mathematics activities and exploration every day, as well as regular planned adult-led maths sessions. The focus of these sessions is planned using the White Rose Maths Scheme for EYFS, which supports children in meeting their Early Learning Goals for mathematics by the end of the year. These lessons are practical, with children becoming familiar with a range of manipulatives, with a high emphasis on vocabulary and exploration. Alongside the planned sessions, mathematics learning is enhanced throughout the classroom environment to encourage the use of mathematics learning in their child-initiated play. Children also have frequent opportunities throughout the day for incidental mathematics learning through counting, number songs, stories, chanting and alike.

7.2 Key Stage 1

Children have a daily mathematics lesson centred on developing mastery. The curriculum is delivered using the White Rose Maths scheme as the main vehicle for planning and progression.



Regular fluency lessons are also delivered, where children re-visit and rehearse areas of maths that are not currently being taught, and which embed and rehearse key ideas for each year group.

Other materials such as NRich and similar are sometimes used to enhance opportunities for reasoning in different contexts, and to provide low threshold/high ceiling opportunities for problem-solving.

7.3 Key Stage 2

Children have a daily mathematics lesson centred on developing mastery. The curriculum is delivered using the White Rose Maths scheme as the main vehicle for planning and progression.

Regular fluency lessons are also delivered, where children re-visit and rehearse areas of mathematics that are not currently being taught, and which embed and rehearse key ideas for each year group. Other materials such as NRich and similar are sometimes used to enhance opportunities for reasoning in different contexts and to provide low threshold/high ceiling opportunities for problem-solving.

From Year 3 onwards, we use Times Tables Rockstars as part of developing quick recall of all multiplication and division facts by the end of Year 4. Regular mathematics homework is set in KS2 (and KS1 when appropriate). It is usually based on the learning from that week to help consolidate students' knowledge and understanding.

8. Subject Content

At Lydney C of E Community School, we are committed to a mastery approach to the teaching of mathematics and we have high expectations of all our pupils. The White Rose Math Scheme is the primary vehicle through which we deliver this mastery approach.

We endeavour to make the mathematics curriculum accessible to all pupils; moving them through the programme of study at broadly the same pace. All children need a deep understanding of the mathematics they are learning so that future learning is built upon firm foundations. Alongside research-based maths interventions such as 'Number Stacks', same-day 'catch up' sessions and additional practice is used to prevent widening gaps in maths knowledge and understanding.

A key part our approach includes adopting a 'growth mindset'. Children at Lydney C of E Community School are encouraged to believe they are all capable of learning and achieving in mathematics, given sufficient time, quality teaching, appropriate resources and effort.



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8.1 Subject Content Key Stage 1

KS1 Opportunities

Know and use numbers

This concept involves understanding the number system and how they are used in a wide variety of mathematical ways.

Add and subtract

This concept involves understanding both the concepts and processes of addition and subtraction.

Multiply and divide

This concept involves understanding both the concepts and processes of multiplication and division.

Use fractions

This concept involves understanding the concept of part and whole and ways of calculating using it.

Understand the properties of shapes

This concept involves recognising the names and properties of geometric shapes and angles.

Describe position, direction and movement

This concept involves recognising various types of mathematical movements.

Use measures

This concept involves becoming familiar with a range of measures, devices used for measuring and calculations.

Use statistics

This concept involves interpreting, manipulating and presenting data in various ways.

Use algebra

This concept involves recognising mathematical properties and relationships using symbolic representations

KS1 Pupils should be taught to:

Count and calculate in a range of practical contexts.

Use and apply mathematics in everyday activities and across the curriculum.

Repeat key concepts in many different practical ways to secure retention.

Explore numbers and place value up to at least 100.

Add and subtract using mental and formal written methods in practical contexts.

Multiply and divide using mental and formal written methods in practical contexts.

Explore the properties of shapes.

Use language to describe position, direction and movement.



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Use and apply in practical contexts a range of measures, including time.

Handle data in practical contexts.

8.2 EYFS White Rose Maths Overview

Autumn term	Getting to know you VIEW	Match, sort and compare FREE TRIAL VIEW	Talk about measure and patterns VIEW	It's me 1, 2, 3 VIEW	Circles and triangles VIEW	1, 2, 3, 4, 5 VIEW	Shapes with 4 sides VIEW
Spring term	Alive in 5 VIEW	Mass and capacity VIEW	Growing 6, 7, 8 VIEW	Length, height and time VIEW	Building 9 and 10 VIEW	Explore 3-D shapes VIEW	
Summer term	To 20 and beyond VIEW	How many now? VIEW	Manipulate, compose and decompose VIEW	Sharing and grouping VIEW	Visualise, build and map VIEW	Make connections VIEW	Consolidation

8.3 Year 1 Overview

Autumn term	Number Place value (within 10) FREE TRIAL VIEW	Number Addition and subtraction (within 10) VIEW	Geometry Shape VIEW	Consolidation			
Spring term	Number Place value (within 20) VIEW	Number Addition and subtraction (within 20) VIEW	Number Place value (within 50) VIEW	Measurement Length and height VIEW	Measurement Mass and volume VIEW		
Summer term	Number Multiplication and division VIEW	Number Fractions VIEW	Geometry Position and direction VIEW	Number Place value (within 100) VIEW	Measurement Money VIEW	Measurement Time VIEW	Consolidation



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8.4 Year 2 Overview

Autumn term	Number Place value FREE TRIAL VIEW	Number Addition and subtraction VIEW	Geometry Shape VIEW
	Measurement Money VIEW	Number Multiplication and division VIEW	Measurement Length and height VIEW
	Measurement Mass, capacity and temperature VIEW	Measurement Length and height VIEW	Measurement Mass, capacity and temperature VIEW
Spring term	Number Fractions VIEW	Measurement Time VIEW	Statistics Statistics VIEW
	Measurement Time VIEW	Statistics Statistics VIEW	Geometry Position and direction VIEW
	Geometry Position and direction VIEW	Consolidation	
Summer term			

8.5 Subject Content Key Stage 2

KS2 Opportunities

Know and use numbers

This concept involves understanding the number system and how they are used in a wide variety of mathematical ways.

Add and subtract

This concept involves understanding both the concepts and processes of addition and subtraction.

Multiply and divide

This concept involves understanding both the concepts and processes of multiplication and division.

Use fractions

This concept involves understanding the concept of part and whole and ways of calculating using it.

Understand the properties of shapes

This concept involves recognising the names and properties of geometric shapes and angles.

Describe position, direction and movement

This concept involves recognising various types of mathematical movements.

Use measures

This concept involves becoming familiar with a range of measures, devices used for measuring and calculations.

Use statistics



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This concept involves interpreting, manipulating and presenting data in various ways.

Use algebra

This concept involves recognising mathematical properties and relationships using symbolic representations.

KS2 Pupils should be taught to:

Count and calculate in increasingly complex contexts, including those that cannot be experienced first-hand.

Rigorously apply mathematical knowledge across the curriculum, in particular in science, technology and computing.

Deepen conceptual understanding of mathematics by frequent repetition and extension of key concepts in a range of engaging and purposeful contexts.

Explore numbers and place value so as to read and understand the value of all numbers.

Add and subtract using efficient mental and formal written methods.

Multiply and divide using efficient mental and formal written methods.

Use the properties of shapes and angles in increasingly complex and practical contexts, including in construction and engineering contexts.

Describe position, direction and movement in increasingly precise ways.

Use and apply measures to increasingly complex contexts.

Gather, organise and interrogate data.

Understand the practical value of using algebra.

8.6 Year 3 Overview

Autumn term	Number Place value FREE TRIAL VIEW	Number Addition and subtraction VIEW		Number Multiplication and division A VIEW	
	Number Multiplication and division B VIEW	Measurement Length and perimeter VIEW	Number Fractions A VIEW	Measurement Mass and capacity VIEW	
Spring term	Number Fractions B VIEW	Measurement Money VIEW	Measurement Time VIEW	Geometry Shape VIEW	Statistics VIEW
	Consolidation VIEW				
Summer term					



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8.7 Year 4 Overview

Autumn term	Number Place value FREE TRIAL VIEW	Number Addition and subtraction VIEW	Measurement Area VIEW	Number Multiplication and division A VIEW	Consolidation
	Number Multiplication and division B VIEW	Measurement Length and perimeter VIEW	Number Fractions VIEW	Number Decimals A VIEW	
	Number Decimals B VIEW	Measurement Money VIEW	Measurement Time VIEW	Consolidation	
	Geometry Shape VIEW	Statistics Position and direction VIEW			

8.8 Year 5 Overview

Autumn term	Number Place value FREE TRIAL VIEW	Number Addition and subtraction VIEW	Number Multiplication and division A VIEW	Number Fractions A VIEW		
	Number Multiplication and division B VIEW	Number Fractions B VIEW	Number Decimals and percentages VIEW	Measurement Perimeter and area VIEW	Statistics VIEW	
	Geometry Shape VIEW	Geometry Position and direction VIEW	Number Decimals VIEW	Number Negative numbers VIEW		
			Measurement Converting units VIEW	Measurement Volume VIEW		



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8.9 Year 6 Overview

Autumn term	Number Place value FREE TRIAL VIEW	Number Addition, subtraction, multiplication and division VIEW		Number Fractions A VIEW	Number Fractions B VIEW	Measurement Converting units VIEW
	Number Ratio VIEW	Number Algebra VIEW	Number Decimals VIEW	Number Fractions, decimals and percentages VIEW	Measurement Area, perimeter and volume VIEW	Statistics VIEW
Summer term	Geometry Shape VIEW	Geometry Position and direction VIEW	Themed projects, consolidation and problem solving VIEW			

9. Inclusion, Quality First Teaching and Support

A 'can do' attitude is adopted by both staff and students in mathematics and the belief is that everyone can achieve and succeed in mathematics. Children are encouraged to persevere and learn from mistakes.

White Rose Maths is intended to promote inclusion within classrooms because it emphasises full-class instruction and flexible grouping. Children who are slower to grasp key concepts are encouraged to use practical equipment to demonstrate and consolidate their learning, and this is a key part of our approach from EYFS to Year 6. Some children will need a higher level of adult support to access the teaching material and to demonstrate their learning and this is indicated on work through the use of marking codes.

All children are given opportunities to develop a deeper mathematical understanding through the reasoning and problem-solving activities that are embedded throughout the White Rose Scheme of learning and workbooks. Some students will require a more structured/taught approach to this, while some children will be able to explore and investigate more independently.



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We use pre-teaching and same day intervention flexibly, according to formative assessment. In some unusual circumstances (e.g. children joining the school in later years where specific gaps are identified, or children with a specific need identified through My Plan Plus/EHCP provision), particular interventions such as Number Stacks may be used.

When a child is working at a level significantly different to that of their peers, a more personalised yet ambitious mathematics curriculum is planned for by the class teacher (following discussion with the subject lead) and is tailored towards meeting the identified student's specific needs.

At Lydney C of E Community School, we recognise that all teachers are SEND teachers and we plan for and deliver inclusive mathematics lessons, using manipulatives, scaffolds, questioning and support where appropriate to enable all students to access the learning and to achieve.

10. Equal opportunities

All pupils will have equal access to the mathematics curriculum.

Gender, learning ability, physical ability, ethnicity, linguistic ability and/or cultural circumstances will not impede pupils from accessing all mathematics lessons.

Where it is inappropriate for a pupil to participate in a lesson because of reasons related to any of the factors outlined above, the lessons will be adapted to meet the pupil's needs and alternative arrangements involving extra support will be provided where necessary.

All efforts will be made to ensure that cultural and gender differences will be positively reflected in all lessons and teaching materials used.

11. Cultural Capital

Capital is the essential knowledge that children need to prepare them for their future success – in the world of work, in relationships forged throughout life and as a valued contributor to society. At Lydney C of E Community School, we strongly believe that our pupils should be given every opportunity to participate in a wide range of learning experiences both in and out of the classroom and that they should be to apply transferrable maths skills to a range of situations. Experiences such as trips to museums, theatres, adventure centres and community projects in and around the Forest of Dean enable children to problem-solve, pattern spot, reason and much more. When beginning their primary school journey in the EYFS, many children arrive to school with different and sometimes more limited experiences than others. Therefore, our aim is to give children the knowledge and skills to prepare them for what comes next in their lives. This includes the relevant vocabulary needed throughout their education and the opportunity to link mathematics to real-world problem solving.



12. Assessment and Reporting

Formative assessment is a key part of mathematics lessons at Lydney C of E Community School and teachers observe, listen to and question their students to check understanding and to move learning forward. Teachers record mathematics judgements on our school tracking system (Insight). From Year 1 (Summer Term) onwards, teachers use NFER assessments two times a year to help inform their age-related expectation judgements. The progress and development of pupils within the EYFS is assessed against the early learning goals outlined in the 'Statutory framework for the early years foundation stage'.

Throughout the year, teachers will use on-going assessment opportunities in order to gauge whether pupils have achieved the objectives from the National Curriculum.

Formative assessment, which is carried out informally throughout the year, enables teachers to identify pupils' understanding and informs their immediate lesson planning.

In terms of summative assessments, the results of end of year assessments will be passed to relevant members of staff, such as the pupil's future teacher.

Parents will be provided with a written report about their child's progress during the summer term every year as well as a mid-term report.

Feedback will be provided at parent evenings during the Autumn and Spring terms.

Pupils with identified SEND needs in mathematics will have My Plans, which are reviewed termly or more frequently where appropriate.

Assessment in mathematics will be undertaken in various forms, including the following:

- Talking to pupils, discussing pupils' work with them and asking questions
- Observing practical tasks and activities
- Marking work against the manageable step
- NFER assessments
- Formal examinations
- Extra-Curricular Provision

After-school Maths Clubs (either for targeted students or groups of learners) are also facilitated by Teachers and Teaching Assistants at different points throughout the year.

13. Development of Reading, Writing, Speaking & Listening

How do we develop the skills of reading, writing and speaking and listening through Maths?

The White Rose Maths Scheme gives a high level of importance on the development of maths language, and it has been a key element of developing a mastery approach to our teaching.



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There is a cumulative and progressive pathway to developing and using correct mathematical terminology. Children are expected to use this language and use full mathematical sentences from the outset. Through the use of the pupil workbooks, children are encouraged to read and comprehend problems that are represented in a variety of presentations.

14. Impact

The impact and measure of our mathematics curriculum at Lydney C of E Community School is to ensure that our students are equipped with the necessary skills and knowledge to enable them to succeed in the next phase of their mathematics education and to go forth as confident, numerate young people into the world. We hope they will have developed a passion and fascination with the mathematical world that will stay with them throughout their lives. By the end of Key Stage 2, children will:

- become quick and fluent in using number facts.
- develop an understanding of place value on which to build a solid grasp of number.
- become efficient in using calculation procedures in all four operations.
- be confident in using correct mathematical terminology.
- be able to apply their mathematical understanding in solving problems across a range of scenarios and situations.
- be aware of mathematics as an important part of the world that they live in.
- develop a love of mathematics that will stay with them throughout their lives.
- become resilient mathematicians.

15. Monitoring and Review

This policy will be reviewed on an annual basis by the subject leader, in collaboration with the headteacher. The subject leader will monitor teaching and learning in mathematics at Lydney C of E Community School, ensuring that the content of the national curriculum is covered. Any changes made to this policy will be communicated to all teaching staff.

This policy is available on the school website: www.lydneycofe.co.uk/policies/.

Paper copies are available on request from the School Office.