

# Springfield Mathematics Policy



## INTENT

Our intent is to provide a rich and balanced mathematics curriculum, aligned with the National Curriculum, that enables all children to develop strong mathematical understanding and a positive attitude towards the subject. We aim for all pupils to:

- Become **confident, resilient mathematicians** who are willing to take risks and apply their knowledge independently.
- Develop **fluency** in key mathematical skills and use these to reason logically and solve a variety of problems.
- Use **mathematical reasoning** to explain their thinking clearly, justify decisions and make connections across concepts.
- Work **independently and collaboratively**, valuing discussion, exploration and the sharing of ideas.
- Understand how mathematics links to other areas of learning and appreciate its **relevance in real-life contexts** and diverse situations.

## IMPLEMENTATION

### Roles and responsibilities

- The Maths Lead has a clear overview of mathematics teaching across Springfield and ensures the curriculum is planned, delivered, and assessed to a high standard.
- They oversee the distribution and use of resources to support children's understanding through concrete, pictorial and abstract representations.
- The Maths Lead monitors teaching and learning to ensure consistency, progression and quality across the school.
- Class teachers are responsible for the daily planning, delivery and assessment of mathematics, working in consultation with the Maths Lead.

### Teaching and Learning

Maths is taught within a balanced structure of independent work, partner tasks and whole-class instruction.

Teachers support pupils by:

- Encouraging mathematical talk and the use of accurate mathematical vocabulary.
- Developing pupils' use of concrete, pictorial and abstract recording methods.
- Promoting flexible mental strategies and efficient calculation methods.
- Supporting children to explain, justify and evaluate the strategies they choose.
- In Key Stage 2, teaching expanded methods that lead to efficient standard written methods for all four operations.
- Helping children choose appropriately between written and mental methods.
- Embedding reasoning and problem-solving through regular opportunities across lessons.
- Providing opportunities, where appropriate, to apply mathematical skills through outdoor learning.

### Assessment

Springfield follows the Assessment cycle of: assess, plan, teach, review, assess

- Children's work is marked regularly, as part of our Marking & Feedback policy and assessed against national curriculum objectives.
- Children in EYFS are assessed regularly using Development Matters and Early Learning Goals.
- Formal end of term tests (White Rose) are administered to children from Year 1 to 6, to assist teachers with their assessment of individual achievement and progress in mathematics.
- SATs Preparation Assessments are used by Years 2 and 6 over the course of the year. These tests are used to track progress and attainment, encourage children's confidence, and support the identification of gaps in knowledge and understanding.

## IMPACT

Our mathematics curriculum enables all children at Springfield to develop secure knowledge, confidence and a positive attitude towards the subject. Pupils make good progress from their starting points and can apply their learning fluently, reason clearly and solve problems independently.

Through consistent teaching approaches and effective assessment, gaps in learning are identified and addressed quickly. By the end of each key stage, most pupils meet age-related expectations and are well-prepared for the next stage of their education.

Children leave Springfield with a strong understanding of how mathematics relates to everyday life and with the foundations for lifelong enjoyment of the subject. Our mathematics curriculum and policy are available to parents and carers on the school website.