



Longridge Church of
England Primary School.

Maths Policy

Mission Statement

Living, Learning and Sharing in a Loving Christian Family (Acts 2 v 42-47)

Maths curriculum intent statement.

At Longridge CE Primary school, we believe that everyone can achieve in maths. Therefore, we offer a curriculum that is child centred and fun to teach. A curriculum that will maximise the development of every child's ability and academic achievement. Traditionally, maths has been taught by memorising key facts and procedures, which tends to lead to superficial understanding that can easily be forgotten. At Longridge CE Primary School, we believe that children should be able to select which mathematical approach is most effective in different scenarios. To be able to do this, we use the 'Maths no problem,' an approach that incorporates concrete, pictorial and abstract all of which help children to explore and demonstrate mathematical ideas, enrich their learning experience and deepen understanding.

We believe that maths is essential to everyday life and can be applied in other subject areas. Maths is critical to science, technology and engineering, and necessary for most types of employment. Therefore, we want to equip our pupils with the knowledge and skills to understand the world in which they live, have the ability to reason mathematically, have an appreciation of the power and beauty of maths, a sense of enjoyment and curiosity about the subject, and be able to problem solve and apply their learning in real life situations.

What are the aims of this subject?

- To develop a positive attitude towards the learning and use of maths, making it an enjoyable experience.
- To become confident and competent with numbers and the number system.
- To promote mathematical reasoning by following a line of enquiry, developing an argument and making justifications using mathematical language.
- To develop a practical understanding of the way in which information is gathered, presented and used.
- To explore features of shape and space and develop measuring skills in a range of contexts.
- To develop the ability to work both independently and to co-operate and communicate with others on practical tasks.
- To develop the ability to use and apply maths across the curriculum and in real life, ie telling the time and understanding money.

How is maths organised throughout the school?

Early Years Foundation Stage

In EYFS, maths is taught in line with the Development Matters guidance, with a strong emphasis on developing secure early number sense as the foundation for future mathematical success. Children are encouraged to count confidently, develop a deep understanding of numbers to 10, explore the relationships between numbers, and recognise patterns within them. They learn to count objects, actions and sounds, subitise, link numerals to their cardinal value, count beyond ten, compare numbers, and understand the concept of one more and one less between consecutive numbers. Children also explore the composition of numbers to 10 and begin to automatically recall number bonds to 5 and some to 10. Alongside number, children develop their understanding of shape, space and measure by selecting, rotating and manipulating shapes, composing and decomposing shapes, continuing and creating repeating patterns, and comparing length, weight and capacity. Since Easter 2026, Reception has followed the Red Rose Mastery Maths Scheme, which combines effective mastery approaches with strong EYFS pedagogy through whole-class teaching, small-group work, continuous provision and carefully planned enhancements to provision.

Years 1-5

Years 1-5 are currently following 'Maths - No Problem' an approach to teaching maths developed in Singapore. This is a highly effective approach to maths based on research and evidence, and encourages pupils to think mathematically as opposed to reciting formulas they don't understand. Pupils are encouraged to solve problems, working with their core competencies such as visualisation, generalisation and making decisions.

Year 6.

Year 6 follow the requirements of the National Curriculum and teachers plan and deliver maths lessons using the Lancashire planning documents and Collins maths scheme.

Years 1-5 organisation.

Children in years 1-5 are taught maths for approximately 1 hour daily. Lessons are taught in 5 parts, the first of which is a short starter session. This is followed by the exploration task, where the whole class are given time to solve a specific problem using a range of resources to help them to find a solution. The third part of the lesson is a structured discussion. In this part of the lesson, the class teacher will give the answer to the problem and work through the different ways to solve it. The fourth part of the lesson is 'guided practice' where children practice new ideas in groups, pairs or individually, guided by the class teacher. After approximately half an hour, there is a short break for Assembly. During this time, children who have not understood or grasped learning, and children who are feeling a little unsure of the new learning, receive intervention by the class teacher and the Teaching Assistant. This is very flexible and often contains different children each day, ensuring children are not labelled as poor mathematicians. After the assembly, the children complete part 5 - independent practice. Children complete set questions using the 'Maths - No Problem' work books. This is carried out without any support from the class teacher. Work is marked in a variety of ways, i.e., by the class teacher, by their peers and also self- marking.

Year 6 organisation.

Children in year 6 are taught maths for approximately 1 hour daily. At the beginning of each lesson the children often undertake a short starter session. This will take the form of short, sharp teaching on a particular mathematical concept the children have been struggling with. This may also be related to 'catch-up' work as a result of lockdowns. The children will then be taught a specific learning objective taken from the Lancashire maths planning document. As with years 1-5, children who struggle with the new concept are given intervention during assembly time. Children then complete classwork independently using the Collins maths books and/or relevant worksheets.

Assessment

Years 1-5

In Years 1-5, maths is formally assessed at the end of the first and second Maths - No Problem workbooks. In addition, at the end of each unit, teachers assess pupils' understanding using the assessment questions provided within the books. During the summer term, pupils in Years 1, 3, 4 and 5 complete formal Lancashire test papers, while Year 2 pupils complete the optional SATs assessments.

Year 6

In year 6, a more formal method of assessment is used and children complete optional maths test papers. The results are used to inform progress, which is then put into the tracking system.

Formal Assessment

- Baseline Assessment at the beginning and end of the Reception year.
- KS1 SATs (Summer term)
- KS2 SATs (Summer term)
- Year 4 Multiplication Tables Checks
- 'Maths-No Problem' mid-year tests (years 1-5)
- Lancashire Test papers (Summer term) Years 1,3,4 and 5.

- Whole school assessment sheets (termly)

Resources

The use of manipulatives is integral to the concrete-pictorial-abstract approach used in years 1-3. Therefore, classes 1-3 are equipped with several maths boxes containing a wide variety of good quality equipment and resources. These include number lines, place value cards, dice, base 10 materials, number cards and fans, coins, whiteboards and pens and pieces of small equipment for counting. As the children enter years 4 and 5, they rely less on these, and the focus will be more on written calculations. However, manipulatives are available to those children who still require them. Larger pieces of maths equipment (scales, weights, measuring jugs etc..) are stored in the maths cupboards in the school library. Children are given the opportunity to develop maths skills through computing, and use Interactive teaching programmes such as Maths-Frame and Times Tables Rock Stars, to enhance learning.

Homework

Maths homework is set each week for children in years 1-6. Homework activities are varied, interesting and fun so that children are motivated; the tasks often complement the area of maths being taught that week.

What provision is made for Special Needs?

All teachers plan for children in their weekly lesson plans. Within the 'Maths-No Problem' scheme, there are suggestions for differentiation of activities for both lower and higher ability children. Children who still struggle with grasping new concepts, are given daily maths intervention and their results placed on the school tracking system. These children may also receive daily Precision Teaching, or be part of a 'pupil progress' group. Children in K.S.2, who do not know all of their tables, are given extra intervention to support them with their learning.

From September 2026, we have introduced the Hub. This is for children who are working well below year group expectations. They follow the Equals Curriculum.

What is the role of the subject leader?

The role of the subject leader is:

- to provide professional leadership and management in maths
- to lead staff meetings and INSET where appropriate
- to monitor the teaching and learning of maths including planning and observation of teaching
- to audit resources, manage the budget, purchase and organise new materials
- to keep up to date with current issues
- to direct staff to appropriate courses
- to write and regularly review a subject action plan for maths

Miss Charlotte White (Maths Subject Leader)

November 2025