



Yeadon Westfield Junior School Maths Policy

Written in consultation with staff. Maths Leader: Judith O'Sullivan	January 2026
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We welcome our duties under The Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to the protected characteristics of all stakeholders including age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race; religion and belief, sex or sexual orientation.

We recognise the Public Sector Equality Duty to assess the impact of our policies and practices on staff and pupils and take action to remove any obstacles identified across all areas of school life, including Policies.

We believe that every person has a fair and equal opportunity to succeed, regardless of their age, gender, ethnicity, ability or cultural or religious background, sexuality or disability. We embrace all aspects of global citizenship and community cohesion, promoting British Values throughout all aspects of school life, actively tackling prejudice or extreme views.

This school is committed to safeguarding and promoting the well-being of all children and expects our staff and volunteers to share this commitment.

Yeadon Westfield Junior School is required to keep and process certain information about its staff members and pupils in accordance with its legal obligations under the General Data Protection Regulation (GDPR). The school may, from time to time, be required to share personal information about its staff or pupils with other organisations, mainly the LA, other schools and educational bodies, and potentially children's services. This policy is written in line with our agreed policy for GDPR.



Mathematics Policy

Rationale

At Yeadon Westfield Junior School, we believe that Mathematics is a key skill that helps us to make sense of the world around us. It enables children to understand and appreciate relationships and pattern in both number and space in their everyday lives. Through their growing knowledge and understanding, children learn to understand and apply their knowledge to solve real life problems.

We also believe that Mathematics equips children with a uniquely powerful set of tools to understand and change the world. These tools include logical reasoning, problem-solving skills and the ability to think in abstract ways.

Mathematics is important in everyday life, in many forms of employment, science and technology, medicine, the economy, the environment and development and in public decision-making.

AIMS

- *Have a sense of the size of a number and where it fits into the number system*
- *Know by heart number facts, such as number bonds, multiplication tables*
- *Use what they know by heart to figure out answers mentally*
- *Calculate accurately and efficiently, both mentally and with pencil and paper, drawing on a range of calculation strategies*
- *Make sense of number problems, including non-routine problems, and recognise the operations needed to solve them*
- *Explain their methods and reasoning, using correct mathematical terms*
- *Judge whether their answers are reasonable, and have strategies for checking them where necessary*
- *Suggest suitable units for measuring, and make sensible estimates of measurements*
- *Explain and make predictions from the numbers in graphs, diagrams, charts and tables.*



Implementation of Policy

Yeadon Westfield Junior School uses a variety of teaching and learning styles in mathematics lessons. Our principal aim is to develop children's knowledge, skills and understanding in mathematics.

We do this through a daily lesson that uses a mix of teaching strategies. During these lessons we encourage children to ask, as well as answer mathematical questions. They have the opportunity to use a wide range of resources such as number lines, number squares, digit cards and small apparatus to support their work appropriate to their age and ability level.

At Yeadon Westfield Junior School children use ICT in mathematics lessons where it will enhance their learning, as in modelling ideas and methods. Wherever possible, we encourage the children to use and apply their learning in everyday situations.

In all classes there are children of differing mathematical ability. We recognise this fact and aim that 'no child should be left behind' through our Mastery Curriculum and the close matching of scaffolding and challenge of tasks.

At Yeadon Westfield Junior School, we use White Rose Maths Scheme of work as the basis for our planning and lessons throughout school. This scheme of work closely links to the National Curriculum and progression steps. We adapt the scheme to fit our children and teachers have the flexibility to use the schemes resources or make their own and to decide whether the children in their class are ready to progress through assessment of understanding. We try to ensure that *children are given opportunities for:*

- *practical activities and mathematical games*
- *the development of mental and oral strategies with an emphasis on speed recall of multiplication tables*
- *the development of mathematical vocabulary*
- *problem solving*
- *individual, group and whole class discussions and activities*
- *open and closed tasks*
- *a range of methods of calculating e.g. mental, pencil and paper and whiteboards*
- *understand mathematics through a process of enquiry and experiment*



THE NATIONAL CURRICULUM

The National Curriculum for mathematics describes what must be taught in each key stage. Yeadon Westfield Junior School follows the Primary Mathematics Framework, which provides detailed guidance for the implementation and ensures continuity and progression in the teaching of mathematics.

Number

The programme of Study specifies a progression of number-based skills for children to acquire as they develop their mathematical ability. In order to facilitate this, the teaching staff in Yeadon Westfield Junior School will ensure that:

- *Children will be encouraged to use mental calculations where appropriate*
- *Children will have the opportunity to discuss and develop a range of calculation strategies*
- *Teaching will encourage flexibility of thinking and utilisation of connections within mathematics*
- *Children's computational skills will be developed and consolidated using a balance between practice and application in meaningful contexts*
- *Opportunities will be provided for children to develop their estimation skills, and will be encouraged to estimate answers before completing calculations*
- *Teaching will place a strong emphasis on ensuring children gain a sound understanding of the Place Value basis of the number system*

Shape and Space

The Programme of Study specifies a progression of skills in Shape and Space for children to acquire as they develop their mathematical ability. In order to facilitate this, the teaching staff in Yeadon Westfield Junior School will ensure that:



- *Teaching will place emphasis on observing and understanding the properties of 2-D and 3-D shapes*
- *Opportunities will be provided for the practical construction and investigation of shapes*
- *Children will be given opportunities to explore position and movement in real-life contexts, utilising ICT.*

Measures

The programme of study specifies a progression of skills in measures for children to acquire as they develop their mathematical ability. In order to facilitate this, the teaching staff in Yeadon Westfield Junior School will ensure that:

- *Children will use a range of measuring equipment in meaningful contexts, and be encouraged to make choices regarding the most suitable equipment*
- *Children will follow a progression beginning with direct comparison, through measuring with non-standard units, to measuring with standard units with increasing accuracy*
- *Children will be given opportunities to develop estimation skills in all measures*
- *Teaching will place strong emphasis on ensuring that children understand that all measurement is approximate, and that they can make sensible decisions on the accuracy necessary in different situations.*

Handling Data

The programme of study specifies a progression of skills in handling data for children to acquire as they develop their mathematical ability. In order to facilitate this, the teaching staff in Yeadon Westfield Junior School will ensure that:

- *Teaching will be designed to ensure that children understand that the collection, representation and interpretation of data is a means through which real-life decisions can be made*



- *Handling data skills are used as a means of solving problems, through a four-point process: Pose a question; Collect data; organise, display & interpret data; Answer original question*
- *Children will be given opportunities to make decisions regarding what information is collected, how it is collected, how information is processed and how it is displayed*
- *Children will be given opportunities to apply data handling skills in a range of contexts, across subject areas*
- *Children will be given opportunities to develop an increasing range of ICT based handling data skill*

Teaching Methods and Approaches

At Yeadon Westfield Junior School, lessons generally follow the format of a flash back starter (where children revisit concepts from previous lessons, weeks or years), a main teaching idea which is practised, and then a discussion of learning which may include marking work together.

The teaching of maths provides opportunities for:

- *Whole class teaching*
- *Group work*
- *Paired work*
- *Individual work*

Children engage in:

- *The development of mental strategies*
- *Written methods*
- *Practical work*
- *Investigational work*
- *Problem- solving*
- *Mathematical discussion*
- *Consolidation of basic skills and routines*

At Yeadon Westfield Junior School, we recognise the importance of establishing a secure foundation in mental calculation and recall of number facts before standard written methods



are introduced. We use the appropriate maths vocabulary in our teaching and children are expected to use it in their verbal and written explanations and provide stem sentences to help develop this. We endeavour to set work that is challenging, motivating and encourages the children to talk about what they have been doing.

Parental Involvement

At Yeadon Westfield Junior School, we recognise that parental involvement is an important factor in helping children achieve their best and actively encourage parents to become involved with their children's development in Mathematics through:

- *Parents' meetings twice a year, along with opportunities to look at children's work.*
- *The school's 'open' attitude to visits from parents/carers, where teachers make themselves available whenever a discussion need is identified.*
- *Use of the Homework materials and subscription to Times Tables Rock for use at home.*

Resources

At Yeadon Westfield Junior School resources for the delivery of the maths curriculum are stored both centrally and in classrooms. Everyday basic equipment is kept in classrooms. Additional equipment and topic-specific items are stored centrally in the hall cupboard.

Yeadon Westfield Junior School uses a variety of materials to facilitate the teaching of mathematics but recognises the need for the teaching of maths to be investigative and grounded in real life circumstances wherever possible.

Contribution in Mathematics to Teaching in Other Curriculum Areas

English

At Yeadon Westfield Junior School, mathematics contributes significantly to the teaching of English and vice versa, and we actively promote the skills of reading, writing, speaking and listening.



Computing

At Yeadon Westfield Junior School, the effective use of computing can enhance the teaching and learning of mathematics when used appropriately.

Science

At Yeadon Westfield Junior School, almost every scientific investigation or experiment is likely to require one or more of the mathematical skills of classifying, counting, measuring, calculating, estimating and recording in tables and graphs. In science, children will for example order numbers, including decimals, calculate simple means and percentages, use negative numbers when taking temperatures, decide whether it is more appropriate to use a line graph or bar chart, and plot, interpret and predict from graphs.

Art, Design and Technology

At Yeadon Westfield Junior School, measurements are often needed in art and design and technology. Many patterns and constructions are based on spatial ideas and properties of shapes, including symmetry. Designs may need enlarging or reducing, introducing ideas of multiplication and ratio. When food is prepared a great deal of measurement occurs, including working out times and calculating cost; this may not be straightforward if only part of a packet of ingredients has been used.

History, Geography and Religious Education

At Yeadon Westfield Junior School, in history and geography children will collect data by counting and measuring and make use of measurements of many kinds. The study of maps includes the use of co-ordinates and ideas of angle, direction, position, scale and ratio. The pattern of the days of the week, the calendar and recurring annual festivals all have a mathematical basis. Historical ideas require understanding of the passage of time, which can be illustrated on a timeline, similar to the number line that they already know.

Physical Education and Music

At Yeadon Westfield Junior School, athletic activities require measurement of height, distance and time, while ideas of counting, time, symmetry, movement, position and direction are used extensively in music, dance, gymnastics and ball games.



Personal, Social and Health Education (PSHE) and Citizenship

At Yeadon Westfield Junior School, mathematics contributes to the teaching of personal, social and health education, and citizenship. The work that children do outside their normal lessons encourages independent study and helps them to become increasingly responsible for their own learning. The planned activities that children do within the classroom encourage them to work together and respect each other's views.

Spiritual, moral, social and cultural development

The teaching of mathematics supports the social development of our children through the way we expect them to work with each other in lessons. We often group children so that they can work together, and we give them a chance to discuss their ideas and results. The study of famous mathematicians around the world contributes to the cultural development of our children. Mathematics contributes to children's spiritual development. Children can find shapes and pattern in nature. They can see the order, logic and pattern that numbers offer

Assessment and Record Keeping

At Yeadon Westfield Junior School, we are continually assessing our children and recording their progress. We use a range of formative and summative assessments in maths. Each teacher takes responsibility for assessing their children for learning and see assessment as an integral part of the teaching process and endeavour to make our assessment purposeful, allowing to track progress.

Reporting

At Yeadon Westfield Junior School all parents have opportunities to discuss progress at two parent's evenings and they receive an annual written report of their child's progress. When using Times Tables Rock Stars, parents can also check their child's progress at home on the programme's heat map.

Equal Opportunities

As a staff we maintain an awareness of, and to provide for equal opportunities for all our children in mathematics. We aim to take into account cultural background, gender and Special Needs, both in our teaching attitudes and in the published materials we use with our children.



Special Educational Needs

At Yeadon Westfield Junior School wherever possible we aim to fully include SEND children in the daily mathematics lesson so that they benefit from participating with their peer and in demonstrating and explaining their methods.

Where necessary teachers will, in consultation with the SENCO, draw up a target within an Individual Educational Plan for a child. If a child's needs are particularly severe, they will work on an individualised programme written in consultation with the appropriate staff. When planning teachers will try to address the child's needs through simplified or modified tasks or the use of support staff.

Role and Responsibilities of Mathematics Subject Leader

- *Monitor teaching and learning in mathematics, to ensure continuity and progression.*
- *Ensure there is well sequenced and progressive curriculum map which contains the key knowledge, skills and vocabulary children need to be procedurally fluent in mathematics.*
- *Monitor standards in mathematics throughout the school. Identify strengths and areas for improvement and to lead and drive improvements within the school.*
- *Keep up to date with new initiatives and train staff on these (also to facilitate in or out of school training for staff).*
- *Feed back to SLT on standards in mathematics.*

Monitoring and Review

At Yeadon Westfield Junior School, the Maths lead supports colleagues in their teaching, by keeping informed about current developments in mathematics, and by providing a strategic lead and direction for this subject. The Maths lead meets with the Maths Governor, annually and provides a summary report in which the strengths and weaknesses in mathematics are given and indications of areas for further improvement are discussed.

At Yeadon Westfield Junior School uses allocated management time to review evidence of the children's work, and to observe mathematics lessons across the school and speak to children about their learning in maths. The quality of teaching and learning in mathematics is monitored and evaluated by the headteacher as part of the school's agreed cycle of lesson observations. This policy will be reviewed at least every three years.



Disability Equality Impact Assessment

This policy has been written with reference to and in consideration of the school's Disability Equality Scheme. Assessment will include consideration of issues identified by the involvement of disabled children, staff and parents and any information the school holds on disabled children, staff and parents.

Any questions or concerns regarding this policy should be made to Mrs Judith O'Sullivan, Maths Lead.