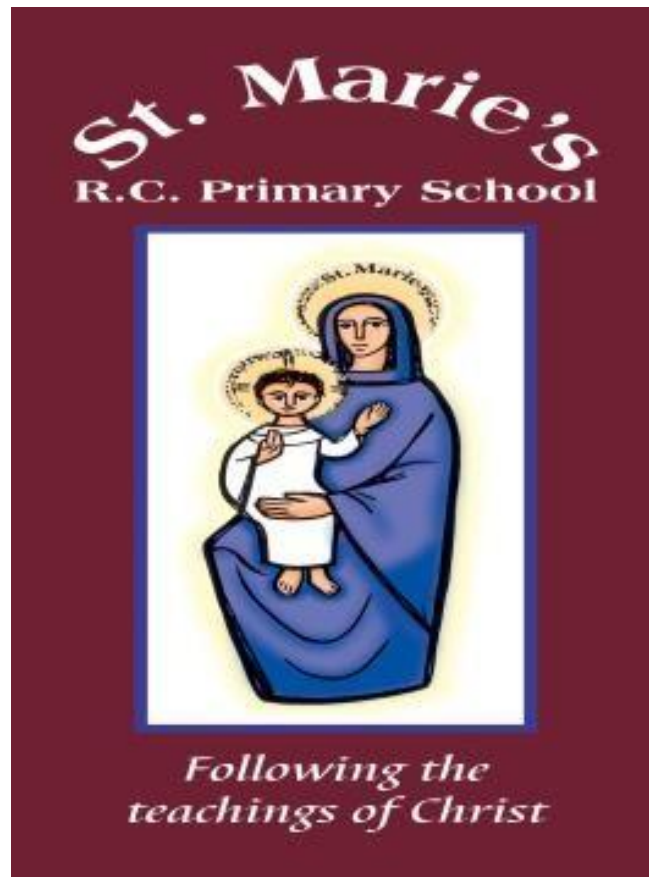




Mathematics Policy



St. Marie's R.C Primary School Mission Statement

VISION STATEMENT

St Marie's is proud to be Catholic school, using the teachings of Christ as our foundations.

Within the care of Our Blessed Lady, we aim to make our school a place where children can safely learn through outstanding and innovative teaching, build on their potential, fulfil their dreams, and grow in faith and love.

Our Mission

As Christ's hand and feet on earth, we will...

-  Follow the teachings of Christ so that all may grow in faith.
-  Recognise and value each child as a loved and unique child of God.
-  Treat each person with respect, tolerance and honesty in an atmosphere of love and security.
-  Celebrate, nurture and strengthen the relationship between our school family: Our school, our families, our parish and our community
-  Inspire those within our care to become successful, caring members of our diverse society and transform the lives of others.

Our Intent for Mathematics in our School

We, at St Marie's RC Primary School, believe Mathematics a vital and integral part of everyday life. We intend for all our children to leave our school as secure and confident mathematicians who have a positive attitude towards Maths and are prepared for world ahead. Our high-quality Maths Curriculum and outstanding teaching provides an atmosphere where children are keen to have a go, make mistakes and manipulate numbers so they develop a deep understanding of Maths. Staff radiate confidence and enthusiasm for this subject and understand that modelling is at the heart of great teaching and learning. Through carefully chosen resources staff take children on a journey from the concrete, into the pictorial and finally, when ready, into the abstract.

We aim to provide pupils with the confidence, competence, independence, and cooperation to develop their mathematical skills to the full. Children will become **fluent** in the fundamentals of mathematics, learn to **reason mathematically** and apply their understanding of mathematics to **solve problems**.

Aims

Through our Maths Curriculum and high-quality teaching, we aim to provide pupils with the confidence, creativity, competence, independence and cooperation to develop their mathematical skills to the full.

Our aims in mathematics teaching are to;

- enable pupils to be enthusiastic about maths and have a positive attitude toward it.
- understand numbers and their place in the number system.
- ensure pupils know by heart number facts such as number bonds, multiplication tables, doubles and halves.
- calculate accurately and efficiently, both mentally and in written form, using a range of calculation strategies.
- provide pupils with a rich mathematical vocabulary which enable pupils to explain their methods and understanding clearly.
- use and apply Maths across the curriculum and in everyday life.
- make sense of number problems and identify the operations needed to solve them.
- estimate whether their answers are sensible and provide strategies for pupils to check answers if necessary.
- suggest suitable units for measuring and sensible estimates of measurement.
- explain and make predictions for number in graphs, diagrams, charts and tables.
- develop special awareness and an understanding of 2d and 3d shapes.

Planning

At St Marie's RC Primary School, we teach the National Curriculum 2014 Programmes of Study Key Stages 1 and 2.

Reception and Nursery follow the EYFS Curriculum.

Planning is undertaken at 3 levels;

Long term planning is based upon the programmes of study as set out in NC 2014.

The NC 2014 aims to ensure that all pupils;

- become **fluent** in the fundamentals of Mathematics.
- **reason** mathematically.
- can **solve problems**.

The school scheme of work, from EYFS to Year 6 is based upon extended periods of learning building on previous knowledge and understanding. These are revisited year on year.

Medium term planning is outlined in the school scheme of work. It is a working document which outlines the main teaching objectives for each half term. It is developed from the NC 2014 and takes into consideration the needs of our pupils.

Short term planning is carried out weekly. these plans include learning objectives for the mental oral starter and the main activity, description of the plenary, resources to be used, differentiation and key vocabulary. Support is clearly show on lesson plans, identifying which groups are working with a TA and which are working independently. Lessons are planned using a common planning format.

Cross Curricular Links

Mathematics is taught as a discrete subject, but teachers endeavour to find opportunities to link Mathematics with other areas of the curriculum and to use and apply maths in real contexts.

Teaching and Learning

At St Marie's RC Primary School, we believe that all children are entitled to a broad mathematics curriculum in which their learning needs are identified and met. Pupils should experience a range of practical and written activities on number, place value, calculations, measurement, geometry and statistics.

We believe that Mathematics teaching is most effective when (Mathematics Matters 2008);

- it builds on the knowledge learners already have.
- exposes and discusses common misconceptions and other surprising phenomena.
- uses high order questions.
- makes use of whole class interactive teaching, individual and cooperative small group work.
- encourages reasoning rather than getting the answer right.
- uses rich and collaborative tasks.
- creates connections between topics both within and beyond mathematics and with the real world.
- uses resources including technology in creative and appropriate ways.
- confronts difficulties rather than seeks to avoid them.
- develop mathematical language through communication activities.
- recognises both what has been learned and also how it has been learned.

In addition, we believe that high quality adapted activities enable all children to make progress at their own level, with the less able receiving the support that is needed, as well as the more able children being appropriately challenged.

In order to support the teaching of learning of Maths that is taking place in the classroom, a working wall should be evident within every classroom. This is used to support the teaching and learning process.

Early Years

Children in the Early Years will follow Development Matters and Birth to 5, working towards Early Learning Goals which they will be assessed against at the end of the Reception Year. Through careful planning, ensuring the recommended amount of child led and child-initiated exploration children will be given opportunities to:

- ✓ Engage in practical activities that promote mathematical discussion.
- ✓ Develop their use and understanding of mathematical language.
- ✓ Build on and develop basic skills, ensuring breadth and depth.
- ✓ Be surrounded by an enabling environment that encompasses mathematics in all areas of the curriculum.
- ✓ Develop their use of problem-solving skills.
- ✓ Develop a love of mathematical challenges.
- ✓ Engage in mathematical problem solving through both adult directed and child led activities.
- ✓ Access a wide range of mathematical resources to support their skills and develop depth and breadth of learning.

Within the EYFS, learning is recorded through Floor Books. This supports staff when assessing children termly. Children are recorded as “on track” or “not on track”. Those children not on track are carefully tracked using Development Matters bands to ensure all children make progress from their starting points. Next steps are then identified and interventions are put in place.

Calculations

Mental and written calculation methods are taught from Year 1 to Year 6. The sequences of these methods are outlined in Progression and Methods for 4 Operations Policy.

Resources

All classes have their own everyday resources stored in their classroom. Additional resources are located in LKS2 teaching room. All resources are audited and clearly labelled. They are to be kept well organised for ease of all staff. All children have access to boxes of resources that they can use independently during Maths lessons.

Assessment

Assessment is an integral part of the teaching process and should be used to inform short, medium and long term planning.

Formative assessments are part of every lesson. Teachers use these assessments to highlight areas of concern, brief support staff and modify teaching and learning activities to improve pupil attainment.

Summative assessments are completed at the end of a unit, a half term or year. A range of summative assessments are used in our school; number facts, times tables and mental maths tests, termly Testbase tests, end of year optional SAT tests, end of KS1 and KS2 SAT's. These are used to provide evidence of pupil attainment and progress and are used to help inform teachers for future planning. Teacher assessment alongside summative assessments are used when identifying the level of attainment for individual children. These scores are inputted termly on to the school tracking system.

Home-School Links

Partnership with parents is a key part of our school. We encourage all our parents to play an active role in their child's education and recognise the importance that they can play in this. We have excellent dialogue with our parents; they attend twice yearly parents' meetings, have opportunity to look at the books, receive written yearly reports with accurate assessments. In addition, we have an open-door policy where parents can discuss any concerns with teachers, and we actively encourage them to help at home with their homework.

In KS1 children receive Mathematics homework if appropriate. This may be to consolidate their learning or to help learn specific number facts or times tables.

In LKS2, children receive mathematics homework every other week and in UKS2 they receive homework every week. This homework consolidates learning that has already taken place the previous week.

Monitoring and Evaluation

The Mathematics co-ordinator will monitor the planning and books alongside the SLT. The Maths co-ordinator may observe the teaching of Maths alongside the SLT. They will monitor the quality and standards of mathematics throughout the school which enables the co-ordinator to provide support to any staff who need help.

April 2026

Michelle Mallalieu