

St. Gregory's Catholic Primary School

We give thanks to God, work together and always try our best.

Shining in little ways for all to see.

Maths Policy

2026

Mission and Rationale

Intent

At St Gregory's Catholic Primary School, our mathematics curriculum is built around the Ark Mathematics Mastery approach, providing a clear and coherent progression from EYFS to Year 6. This ensures that every pupil develops a deep, connected understanding of mathematics and is equipped with the knowledge and confidence needed for success in secondary school.

Our carefully sequenced curriculum places strong emphasis on conceptual understanding, mathematical thinking, and precise mathematical language—the key Dimensions of Depth that underpin true mastery. Lessons are structured to promote rich discussion, reasoning and problem-solving, with oracy and accurate vocabulary embedded throughout.

Across all year groups, pupils use manipulatives and visual representations to support understanding and to help them make meaningful connections between ideas. This consistent use of representations strengthens pupils' ability to reason, generalise and apply their learning.

We are committed to developing strong number fluency and secure times tables knowledge so that every child can confidently tackle new and challenging mathematical contexts. This is supported through explicit teaching of multiplication facts and regular Maths Meetings across the school.

At St Gregory's, mathematics is more than a set of procedures. It is a way of thinking, communicating, and making sense of the world with curiosity, clarity and confidence.

Implementation

Maths Lessons

Mathematics planning predominately follows the ARK Maths Mastery long term plans, with unit narratives providing the core structure for all medium-term plans, outlining the key objectives, representations and vocabulary for each unit. Teachers adapt the unit narratives to meet the needs of their class. Adaptations may include adjusting or supplementing resources, adding further activities, or incorporating additional lessons where further consolidation is required. All adaptations must maintain the coherence and intended progression of the unit.

Progression of learning

Early Years (Reception)

- Follows the Ark EYFS Maths programme
- Emphasises early number sense, subitising, comparison, pattern and mathematical language
- Learning is practical, exploratory and embedded in continuous provision

Key Stage 1 (Years 1–2)

- Focus on number, place value, addition, subtraction, multiplication and division
- Strong emphasis on manipulatives, representation and structured talk
- Daily fluency practice through Number Sense and Ark Fluency routines

Key Stage 2 (Years 3–6)

- Builds deeper conceptual understanding across number, fractions, geometry, measure and statistics
- Regular opportunities for reasoning and problem-solving
- Cumulative review ensures long-term retention

Maths Meetings

Maths Meetings form an important part of our daily mathematical provision and take place regularly across both Key Stage 1 and Key Stage 2. These sessions occur daily each week and typically last between 10–15 minutes, providing pupils with frequent, focused opportunities to revisit and strengthen key knowledge.

Maths Meetings follow the principles of the Ark Maths Mastery approach, ensuring that each session covers a broad and balanced range of mathematical content. This structure allows pupils to regularly revisit prior learning, supporting long-term retention and helping them build secure, connected understanding over time.

The core purposes of Maths Meetings are to:

- Provide ongoing revision and consolidation of previously taught concepts
- Offer frequent opportunities for retrieval practice
- Introduce, where appropriate, pre-teaching of key ideas ahead of future learning

Through this consistent, structured approach, Maths Meetings play a vital role in strengthening fluency, confidence and readiness for new mathematical content.

Teaching and Learning - Including Six-Part Structure

Mathematics at St Gregory's Catholic Primary School is taught through the Ark Maths Mastery approach, which uses a coherent six-part lesson structure designed to maximise learning, retrieval and reasoning. This structure aligns closely with the EEF's evidence-informed principles for effective teaching, including explicit instruction, scaffolding, metacognition, and retrieval practice.

Ark Maths Six-Part Lesson Structure

1. Do Now

A short, focused task that activates prior knowledge and strengthens retrieval.

EEF link: Supports retrieval practice and cognitive activation, improving long-term retention.

2. New Learning

The teacher introduces the new concept in small, coherent steps using clear explanations and high-quality modelling.

EEF link: Aligns with explicit instruction and the principle of breaking learning into manageable chunks.

3. Talk Task

Pupils discuss a carefully designed prompt to develop mathematical language, reasoning and conceptual understanding.

EEF link: Supports oral language development and metacognition through structured dialogue.

4. Develop Learning

The teacher deepens understanding through guided practice, variation, and the use of representations and manipulatives.

EEF link: Reflects scaffolding and multiple representations, both shown to improve conceptual grasp.

5. Independent Task

Pupils apply their learning independently, demonstrating fluency, reasoning or problem-solving.

EEF link: Encourages independent practice and supports the EEF's emphasis on purposeful practice.

6. Plenary / Exit Ticket

A short task or discussion to assess understanding and identify misconceptions.

EEF link: Provides formative assessment opportunities, one of the EEF's most impactful strategies.

Working Walls

Mathematics working walls are a vital tool in supporting pupils' understanding, independence and confidence. At St Gregory's, working walls are kept up to date and reflect the key concepts, vocabulary and STEM sentences currently being taught. They act as a live, evolving resource that helps pupils make connections, access mathematical language and engage with the representations used in lessons.

In every classroom, teachers also display the 'Star Words' for each lesson clearly at the front of the room. These key vocabulary terms remain visible throughout the session, ensuring that pupils can continually refer to the precise mathematical language needed for reasoning, discussion and written work.

Alongside unit-specific content, classrooms should display essential number facts, relevant times tables and mathematical talk prompts, either on the working wall or in another appropriate location. These elements provide ongoing reference points that strengthen fluency, reasoning and communication. This ensures clear alignment between daily retrieval practice and the wider curriculum, supporting long-term retention and deepening understanding over time.

Impact

Assessment

Assessment is an integral and continuous part of teaching and learning in mathematics. At St Gregory's, we use assessment purposefully to identify pupils' strengths, address misconceptions and ensure that learning is effectively scaffolded or extended to meet

individual needs. Our approach supports accelerated progress, high expectations and a deep, secure understanding of mathematical concepts.

Information for assessment is gathered in a range of ways, including:

- **Talking** to pupils to explore understanding and reasoning
- **Observing** pupils as they work independently or collaboratively
- **Marking** pupils' work, identifying strengths and next steps
- **Guided group work** with the teacher
- **Feedback** from teaching assistants and other adults in the classroom
- Half-termly Ark arithmetic assessments
- Termly Ark reasoning assessments, supported by detailed Question Level Analysis (QLA)

Smartgrade

At St Gregory's, we use Smartgrade to carry out detailed question-level analysis of pupils' arithmetic and reasoning assessments. Smartgrade enables teachers to:

- Identify specific gaps in learning at class, group and individual level
- Track patterns of misconceptions over time
- Inform planning for upcoming units
- Select targeted content for Maths Meetings to strengthen retrieval and address gaps
- Provide precise, evidence-based intervention

This ensures that assessment directly shapes teaching, supports responsive instruction and strengthens long-term retention.

Marking and Feedback

Feedback is a vital part of the learning process at St G Catholic Primary School. Our approach ensures that pupils receive timely, purposeful guidance that supports progress, deepens understanding and promotes independence.

The **six-part lesson structure** used in Ark Maths Mastery enables teachers to identify misconceptions early in the lesson, particularly during the *Do Now*, *New Learning* and *Talk Task* phases. This ensures that misunderstandings are addressed **before pupils begin their independent tasks**, allowing all children to access learning with greater confidence and accuracy.

During the *Independent Task*, teachers use **live marking** and in-the-moment feedback to support pupils' thinking, address errors promptly and guide next steps. This responsive approach helps pupils make immediate improvements and prevents misconceptions from becoming embedded.

Teachers use **red pen** to indicate areas for improvement, provide prompts or highlight where further thinking is needed. In Key Stage 2, pupils use a **green pen** to self-correct their work, respond to feedback and make improvements. This supports the development of **metacognitive skills** and encourages pupils to take ownership of their learning.

Role and Responsibilities

Mathematics Subject Leader

The mathematics leader is responsible for leading mathematics throughout the school. This includes:

- Ensuring full and consistent implementation of the ARK Maths Mastery approach.
- Developing and reviewing maths policies and overseeing the use of ARK's sequenced curriculum and lesson materials to secure progression and continuity for all pupils.
- Supporting staff in delivering the National Curriculum and ARK Maths Mastery, including effective assessment, feedback, and record-keeping.
- Monitoring the quality of maths teaching and learning, evaluate the impact of the ARK approach, and advise the Headteacher on actions needed to raise standards.
- Managing mathematical resources, ensuring manipulatives, visuals, and ARK curriculum materials are available, organised, and used effectively.
- Staying up-to-date with developments in mathematics education, particularly mastery-based practices, and sharing relevant information and training with colleagues.

The Role of the Class Teacher

- To ensure progression in the acquisition of mathematical skills with due regard to the National Curriculum for Mathematics and ARK Maths Mastery.
- To develop and update skills, knowledge and understanding of Mathematics, taking advantage of training opportunities.
- To create an effective and up to date working wall following the working wall guidelines.
- To keep appropriate ongoing assessment records.
- To plan effectively for mathematics, using the ARK Maths unit narratives ensuring there is a record of adaptations and arithmetic (where applicable).
- To inform parents of pupils' progress, achievements and attainment. This is done three times a year through two parent/teacher consultations and an annual written report at the end of each school year.

Monitoring and Evaluation

The Maths Lead and SLT monitor:

- Lesson visits
- Book looks
- Pupil voice
- Assessment data
- Planning and curriculum coverage

Findings inform school improvement priorities and staff development.

Policy Review

This policy will be reviewed **annually** by the Maths Lead and SLT, with updates approved by the Governing Body.