

St Mary's Catholic Primary School

Mathematics Policy



Academic Year 2025-2026

Policy for Mathematics at St Mary's Catholic Primary School

Overview

At St Mary's, our mission is for every child to *flourish*—academically, personally and in their faith. In mathematics, we strive to nurture pupils who are confident, resilient and reflective thinkers, equipped with the knowledge and skills needed to navigate an ever-changing world.

Mathematics enables children to make sense of the patterns, structures and relationships around them, supporting their development as problem-solvers who approach challenges with determination, integrity and hope.

Through rich learning experiences, pupils build fluency, reason mathematically and apply their understanding to real-life contexts. Mathematics is essential to everyday life and fundamental to future opportunities in science, technology, engineering, finance and many other fields. At St Mary's, we teach mathematics in a way that celebrates the beauty and creativity of the subject while ensuring that all children feel valued, capable and supported.

Guided by our Flourish values—**Faith, Love, Opportunities, Unity, Resilience, Integrity, Stewardship and Hope**—we create an ambitious and nurturing learning environment where every child can thrive as a mathematician.

Aims

The aims of teaching mathematics at St Mary's are to:

- **Inspire enjoyment, curiosity and a sense of wonder** through practical exploration, investigation and discussion, enabling pupils to see mathematics as a creative and empowering subject.
- **Develop an appreciation of the beauty, purpose and power of mathematics**, recognising its relevance to everyday life and our wider world.
- **Support children in moving confidently between concrete, pictorial and abstract representations**, ensuring deep, secure and connected understanding.
- **Build confidence, competence and resilience**, helping pupils to use number, patterns and the number system fluently and accurately.
- **Enable pupils to solve problems independently and collaboratively**, applying reasoning skills across a wide range of mathematical and real-life contexts.
- **Promote integrity and good stewardship** through careful mathematical thinking, precise communication and responsible decision-making.
- **Develop pupils' understanding of how information is gathered, represented and interpreted**, preparing them to navigate an increasingly data-rich world.

- **Explore shape, space and measure** in meaningful contexts, supporting children to apply these concepts with accuracy and confidence.
- **Equip pupils with a broad set of mathematical tools**, enabling them to select appropriate methods, explain their thinking clearly and justify their reasoning.
- **Provide opportunities that nurture core Flourish values**, including aspiration, resilience, independence, teamwork, communication and focus.
- **Encourage pupils to make connections across mathematical ideas**, developing fluency and confidence as they progress through more sophisticated concepts.
- **Ensure that pupils can apply their mathematical understanding across the curriculum**, particularly in science and technology, strengthening their readiness for the next stage of education.

Teaching and Learning Style

At St Mary's, we recognise that every child learns in unique ways, and we are committed to providing a rich variety of teaching approaches that enable all pupils to flourish. In mathematics, lessons are carefully adapted to meet children's needs, building on their strengths and supporting their growth with compassion, ambition and unity. We encourage children to ask thoughtful questions, explore ideas and engage actively in their learning, promoting confidence and resilience.

We use a wide range of high-quality resources—including number lines, Numicon, place value counters, Base 10 apparatus, multilink cubes and practical apparatus—to deepen understanding and support children in moving from concrete experiences to visual and abstract thinking. Where written methods are being introduced or developed, clear models and examples are provided to guide pupils with integrity and clarity.

Children are taught to represent their ideas using jottings, diagrams, empty number lines and their own strategies, enabling them to become independent, reflective thinkers. ICT is used purposefully to model concepts and demonstrate methods. Wherever possible, mathematical learning is connected to meaningful, real-life contexts so that pupils recognise the relevance and beauty of mathematics in the world around them. Throughout all teaching, our policy aims and Flourish values underpin the planning, delivery and evaluation of lessons.

We aim for all children to secure a deep, lasting understanding of the key areas of mathematics and to ensure that progress is equitable for every learner. Our expectation is that the majority of pupils move through the curriculum at broadly the same pace, with daily lessons following a consistent structure from Years 1 to 6. Children are supported in applying new learning to fluency tasks before progressing to reasoning and problem solving. Those who grasp concepts quickly are challenged through rich, sophisticated problems that stretch their thinking and promote aspiration.

Decisions about when pupils should move on are always grounded in a secure understanding of their learning and their readiness to progress. In all lessons, staff assess children formatively and provide timely support or extension to ensure that learning remains ambitious yet accessible. Pupils who need further consolidation are supported through additional fluency practice, small-group intervention, booster programmes and structured resources such as Power of 2. Peer support, guided practice and focused teaching ensure that every child experiences opportunities to succeed, grow in confidence and flourish.

Mathematics Timetable

The new National Curriculum places a great emphasis on mental recall. At St Mary's Catholic Primary School, we have adapted the daily timetable to incorporate flashback starters, four calculations and times table practise at the beginning of each maths lesson.

EYFS – Nursery do daily maths focus. a maths focus day during each two and a half day session.

Reception: A daily maths session

Years 1 and 2: 1 x 60 minute maths lesson which includes a daily counting or starter. 3 x 15 minute mastering number sessions per week separate to their daily maths lessons.

Years 3-5: 1 x 60 minutes maths lesson which includes a daily counting or starter. 3 x 15 minute times table number sense session weekly separate to their daily maths lesson. A weekly arithmetic assessment.

Year 6: 1 x 60 minutes maths lesson which includes a daily counting or starter. 3 x 20 minute Stepping Stones problem-solving activity separate to their daily maths lesson. A weekly arithmetic assessment and a weekly maths booster session.

Mathematics Curriculum Planning

Mathematics is a core subject within the National Curriculum, and at St Mary's we use the Programmes of Study for Key Stages 1 and 2 to shape our curriculum and ensure full coverage of statutory content. This is supported by high-quality, non-statutory guidance and resources, including:

- White Rose Maths Hub
- Maths Shed
- MyMaths
- NCETM online guidance
- Testbase
- NRICH

Our Calculation Policy sets out the progression of methods for addition, subtraction, multiplication and division, and provides a clear and consistent framework that all staff are expected to follow.

We plan our maths curriculum in three phases—long-term, medium-term and short-term. Long-term plans outline the National Curriculum objectives to be taught in each year group. Medium-term plans identify the key learning for each unit and reflect a mastery approach, ensuring teaching is carefully sequenced to build secure and fluent understanding over time. Topic blocks are organised so that knowledge is deepened and connected, with a particular focus on strengthening place value early in the Autumn Term. End of topic assessments and weekly arithmetic assessments are used to allow teachers to identify gaps in learning.

Short-term plans detail the specific learning objectives and expected outcomes for each lesson, as well as how these lessons will be delivered. These plans are produced weekly in PowerPoint format and used directly within teaching. Teachers discuss planning regularly with the subject leader and class teacher team, both informally and through formal monitoring processes, ensuring consistency, collaboration and continual refinement of practice.

Promoting Oracy in Mathematics

At St Mary's, we recognise that high-quality mathematical talk is essential for developing deep understanding, confidence and reasoning. Oracy supports children in articulating their thinking with clarity, using precise mathematical vocabulary, and engaging respectfully in collaborative problem-solving. Promoting strong communication aligns closely with our Flourish values—particularly *opportunities*, *unity*, *resilience* and *integrity*—as pupils learn to listen, question, explain and justify their ideas.

To support high-quality talk in mathematics, we:

- **Use the EEF TOLD framework (Take Part, Opportunities, Links and Debate)** to structure meaningful mathematical dialogue. This approach provides children with the tools to participate actively, build on the ideas of others and engage in rich, purposeful discussion.
- **Embed stem sentences** within lessons and on PowerPoint slides so that pupils have clear linguistic scaffolds to help them reason, compare, explain and justify. These stems are also displayed on **working walls** to provide ongoing support.
- Explicitly teach and display **key mathematical vocabulary**, enabling pupils to use accurate and age-appropriate terms when explaining their methods and reasoning.
- Ensure that **staff model precise mathematical language**, demonstrating how to communicate ideas clearly and confidently. Teachers encourage pupils to rehearse and refine their explanations through paired talk, whole-class discussion and guided practice.

- Provide regular opportunities for pupils to **talk through representations**, describe patterns, predict outcomes and evaluate different strategies, strengthening both conceptual understanding and fluency.
- Use collaborative tasks and problem-solving activities where pupils discuss, negotiate and justify their mathematical ideas, fostering unity and resilience.

Through these approaches, mathematical oracy becomes an integral part of classroom practice, supporting all pupils to flourish as articulate, thoughtful and reflective mathematicians who can communicate their thinking with clarity and confidence.

Marking of Work

Marking in mathematics follows the school's *Feedback and Marking Policy* and is primarily diagnostic. Its purpose is to provide pupils with clear information about their success, offer motivational feedback and support teachers in identifying misconceptions that need addressing in future planning.

Written feedback focuses on moving learning forward, encouraging pupils to take risks, show perseverance and engage with the open-ended nature of mathematical tasks. Incorrect answers are identified clearly. Wherever possible, pupils take an active role in marking and reviewing their work so that they can recognise their own errors, make corrections and understand the next steps needed to improve. This process fosters independence, resilience and the development of self-checking habits.

During lessons, teachers may address misconceptions immediately to secure understanding and maintain progress. Marking also supports pupils in using strategies and tools effectively, helping them build confidence and take responsibility for their learning.

Home/School Links

We value strong partnerships between home and school and aim to deepen parents' understanding of our approach to mathematics. Parents are encouraged to take an active role in supporting their child's learning, and the school website provides guidance on the strategies we use to teach key mathematical concepts. To strengthen home-school partnerships and support parents in understanding our approach to mathematics, we regularly invite parents and carers into school to take part in Maths Cafés. These sessions provide an opportunity for parents to engage in mathematical activities alongside their child, observe the strategies used in class and gain practical guidance on how to support learning at home.

Homework (Years 1–6) is sent home as a half-termly overview linked to number sense, times-tables objectives or key learning for that year group. Children are expected to practise

these skills regularly at home. Teachers may provide additional homework at their discretion where it would support individual progress.

To ensure that pupils in Year 6 are well prepared for the next stage of their education, they receive weekly additional homework that revisits and consolidates previously taught concepts.

Assessment for Learning

Assessment for learning is embedded throughout daily mathematics teaching. Teachers use a range of formative assessment strategies to identify pupils' strengths, pinpoint difficulties and determine the next steps needed to secure progress. These assessments inform short-term planning, which is continually reviewed and adapted to meet the needs of all learners. Ongoing assessment ensures that misconceptions are addressed promptly and that teaching is responsive, targeted and effective.

To support high-quality, consistent mathematical teaching across the school, we use the *I do – We do – You do* gradual-release model. This structure ensures that new concepts are introduced clearly and systematically. During the 'I do' phase, the teacher provides explicit modelling, demonstrating mathematical methods, vocabulary and reasoning while thinking aloud to make the learning process visible. In the 'We do' phase, pupils work collaboratively with the teacher, applying the method together through guided practice, supported discussion and shared problem solving. This enables misconceptions to be addressed promptly and provides opportunities for pupils to rehearse new learning with increasing confidence. In the 'You do' phase, pupils apply their understanding independently, using appropriate strategies, representations and vocabulary. This final stage promotes resilience, independence and secure fluency, ensuring that children can confidently demonstrate and explain their mathematical thinking. This model underpins our commitment to high-quality teaching and supports all learners to flourish.

Summative Assessment

Summative assessments are carried out termly to evaluate each child's attainment in mathematics. Teachers use professional judgement, alongside national guidance and the expectations of the National Curriculum, to determine pupils' overall achievement and progress.

Evidence for assessments is gathered from a range of sources, including pupils' day-to-day classwork, but there is a particular focus on outcomes from specific tasks and tests. These help teachers evaluate pupils' retention, independence and ability to apply learning broadly. This information is used to assess progress against individual, school and national expectations, enabling staff to identify pupils who are not making the expected gains and implement timely intervention.

Assessment is monitored continuously throughout the year and formally recorded each term using tracking systems and pupils' progress records. Pupils who are not meeting expected standards become a priority within teachers' planning. All assessment information is shared with the next class teacher at the end of the academic year to support a smooth transition and ensure continuity of provision.

National Curriculum statutory assessments take place in the Summer Term for Year 2 and Year 6, in accordance with government requirements.

Parents are given regular opportunities to discuss their child's progress and attainment at termly parent-teacher meetings. A written summary of each child's progress and achievement is also provided annually in the end-of-year report.

The Role of the Subject Leader

The Headteacher will:

- Provide strategic support by encouraging staff and recognising effective practice.
- Monitor the quality of learning and teaching through lesson observations.
- Oversee planning and review processes.
- Offer constructive feedback following monitoring activities.
- Support staff development through training opportunities and the provision of appropriate resources.

The Mathematics Leader will:

- Provide clear strategic leadership and direction for mathematics across the school.
- Support and advise staff in delivering the mathematics curriculum effectively.
- Remain up to date with current developments in mathematics education through INSET, professional reading and participation in relevant training.
- Share key information and updates with staff.
- Deliver training sessions where appropriate to support staff development.
- Monitor and evaluate teaching and learning in mathematics through lesson observations, planning scrutiny, work scrutiny, assessment analysis and other monitoring activities.
- Maintain high standards across the subject by reviewing curriculum organisation, teaching quality, pupils' progress and the effectiveness of interventions.
- Order, organise and manage resources to enhance the quality of mathematics teaching.
- Work collaboratively with staff and the Senior Leadership Team to evaluate provision and contribute to the planning of actions within the School Development Plan.

The Class Teacher will:

- Take responsibility for the effective teaching of mathematics in line with school policy.
- Plan and review lessons to ensure that the Headteacher and Mathematics Leader have access to up-to-date information.
- Provide samples of pupils' work for monitoring purposes when required.
- Assess pupils' work regularly and use this information to inform future planning.

Special Needs Provision, Including Gifted and Talented

At St Mary's, we are committed to teaching mathematics to all pupils, recognising and valuing their individual abilities and needs. Mathematics forms an essential part of our broad and balanced curriculum, and we aim to provide learning experiences that enable every child to make good progress. We work diligently to ensure that disadvantaged and vulnerable pupils, including those eligible for Pupil Premium, pupils with special educational needs or disabilities, and those learning English as an additional language, receive the support required to achieve well. We take all reasonable steps to remove barriers to learning.

When a child's progress falls noticeably below expected levels, they may have additional needs that require targeted support. Our assessment processes take into account a range of contributing factors, including classroom organisation, teaching methods, learning styles and the level of differentiation provided. This helps staff to identify any adjustments needed to ensure the child can access learning effectively. Both formative and summative assessments are used to monitor attainment and progress, ensuring that teaching is closely matched to each pupil's needs.

Intervention is delivered through SEN support for pupils with specific learning needs. Individual support plans outline barriers to learning and include, where appropriate, specific targets, strategies and tailored interventions. These may include programmes related to mathematics such as Maths Meetings, targeted interventions and Power of 2. Such interventions aim to strengthen core understanding and enable pupils to make accelerated progress.

In addition, provision is made for pupils who demonstrate high attainment or exceptional mathematical ability. These pupils are given opportunities to deepen and extend their understanding through challenging tasks, enriched learning experiences and higher-level reasoning activities.

Miss Carly McManus

Mathematics Subject Leader

This policy will be reviewed in Autumn 2026