**St. Mary’s CE Primary Academy**

***‘Learning Through Faith’***



# Mathematics Policy

**Vision**

**“At St Mary’s, we believe that it is possible for ordinary people to choose to be extraordinary.”**

**Mission Statement**

“We aim to provide a learning environment in which everyone feels happy, safe and supported, where the evidence of God’s love is ever present.”

## Curriculum Intent

The intent of our mathematics curriculum is to provide a comprehensive and engaging learning experience that equips pupils with a solid foundation in mathematical skills and concepts. We aim to:

* Develop a love for mathematics through the Pearson Active Learn Abacus scheme, supported by the NCETM for mastery.
* Foster the use of mathematical vocabulary across all areas of the curriculum.
* Encourage brave learners who are not afraid to make mistakes and embrace challenging concepts.
* Ensure all pupils, including those with special educational needs, have access to high-quality mathematical learning and progress.

## Teaching and Learning Progression

### Early Years Foundation Stage (EYFS)

* Focus on number recognition, counting, and basic arithmetic through play-based learning.
* Use manipulatives and visual aids to support understanding.
* Introduce mathematical vocabulary in everyday contexts.

### Key Stage 1 (KS1)

* Teach number concepts through songs and interactive activities.
* Use stem sentences and teacher modelling to develop problem-solving skills.
* Scaffold learning for less able learners.
* Begin discrete teaching of timetables through songs.

### Key Stage 2 (KS2)

* Daily discrete sessions for timetables, with a weekly quiz to track progress.
* Structure lessons with a revision of number focus followed by the main learning objective.
* Use of manipulatives and visual aids for concept clarity.
* Transition meetings between KS1 and KS2 teachers to establish effective starting points.

## Monitoring, Recording, and Assessment

* Daily assessment to inform immediate interventions.
* Use NFER tests at the end of each term for Years 1 to 5.
* Use past SATs papers for Year 2 and Year 6 to prepare for national assessments.
* Regularly monitor pupil progress through formative and summative assessments.
* Assessment results recorded systematically to track individual progress and identify areas for support using Sonar.

## Inclusion

* Ensure all pupils, including those with special educational needs, have access to tailored mathematical learning.
* Provide scaffolds and interventions for less able learners.
* Use manipulatives and visual aids to support understanding.
* Promote an inclusive environment where every child feels valued and capable of success in mathematics.

## Health and Safety

* Ensure all manipulatives and resources are safe and suitable for pupil use.
* Maintain a tidy and organised classroom to prevent accidents.
* Supervise all practical activities to ensure pupil safety.
* Regularly inspect and maintain equipment and resources.

## The Role of the Maths Coordinator

* Lead the development and implementation of the maths curriculum.
* Support teachers in planning and delivering high-quality mathematics lessons.
* Monitor and evaluate the effectiveness of maths teaching across the school.
* Provide professional development opportunities for staff.
* Ensure resources are available and used effectively.
* Assist liaisons with parents and external agencies to support pupil learning.

## Resources

* Use Pearson Active Learn Abacus scheme to provide structured learning.
* Provide a range of manipulatives and visual aids to support learning.
* Ensure access to ICT resources for interactive and engaging lessons.
* Use NCETM resources to challenge more able learners and support mastery.
* Provide high-quality textbooks and workbooks to support independent learning.

## Promoting Maths Across the Curriculum

* Integrate maths learning in English through problem-solving and logical reasoning tasks.
* Use ICT to teach mathematical concepts and develop digital literacy.
* Incorporate maths in science through data analysis and measurement activities.
* Apply mathematical skills in art, design, and technology through pattern recognition and geometric design.
* Explore maths in history, geography, and religious education through timelines, maps, and cultural contexts.
* Promote maths in PE and music through rhythm, timing, and measurement activities.

## Peer Support and Encouraging Brave Learners

* Foster a classroom culture where making mistakes is seen as a learning opportunity.
* Encourage peer support and collaborative learning.
* Celebrate achievements and progress to build confidence.
* Provide opportunities for pupils to tackle challenging concepts and develop resilience.

## Teaching Structure

* Begin each lesson with a revision of number focus.
* Follow with the main learning objective and hands-on activities.
* Use daily discrete sessions for timetables in KS2, with a weekly quiz.
* Incorporate songs for teaching timetables in KS1.

## Interventions and Support

* Provide immediate interventions for pupils falling behind.
* Use transition meetings to ensure continuity in learning between KS1 and KS2.
* Offer additional support through targeted interventions and small group work.

## Transition Meetings

* Conduct transition meetings between KS1 and KS2 teachers.
* Share assessment data and pupil profiles to establish effective starting points.

By implementing this comprehensive mathematics policy, we aim to ensure that every pupil develops a strong mathematical foundation, fostering a lifelong love for learning and problem-solving.

Written: September 2024

Review period: 1 year

Review: September 2025