



St. Patrick's Catholic Primary School

Maths Policy

Written by	Approved by	Written	Updated
Senior leadership team and Curriculum leader for Maths	LGB	September 2022	September 2026



The National Curriculum states that:

“Mathematics is a creative and highly inter-connected discipline that has been developed over centuries, providing the solution to some of history’s most intriguing problems. It is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment. A high-quality mathematics education therefore provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject.”

Following the introduction of the new National Curriculum in 2014 the emphasis has been to ensure that all children:

- Become FLUENT
- REASON and EXPLAIN mathematically
- Can SOLVE PROBLEMS

This means that children need to be regularly exposed to opportunities involving increasingly complex problem solving which allows them to apply their Maths knowledge. In doing so they should be encouraged to develop an argument and line of enquiry that they can prove and justify using mathematical vocabulary. This includes the ability to break down problems, both routine and non - routine, into a series of steps.

Intent

At St Patrick's Catholic Primary School, we believe that all children can achieve and succeed in mathematics. Through a mastery approach and high-quality first teaching, we ensure that every pupil develops fluency, reasoning and problem-solving skills. Our mathematics curriculum is designed to inspire curiosity, resilience and confidence whilst preparing pupils to apply mathematical understanding in everyday life and future learning. Rooted in our Catholic ethos, we promote perseverance, respect and a growth mindset, ensuring that all pupils, regardless of starting point, can achieve their full potential.

Teaching for Mastery aims to provide all children with full access to the curriculum, enabling them to achieve confidence and competence – ‘mastery’ – in mathematics, rather than many failing to develop the maths skills they need for the future.

Key features of our Maths Mastery curriculum:

- High expectations for every child
- Fewer topics, greater depth
- Number sense and place value come first
- Research - based curriculum
- Objects and pictures always before numbers and letters
- Problem solving is central
- Calculate with confidence– understand why it works

Mathematics Mastery places emphasis on the cumulative mastery of essential knowledge and skills in mathematics. It embeds a deeper understanding of maths by utilising a concrete, pictorial, abstract approach so that pupils understand what they are doing rather than just learning to repeat routines without grasping what is happening. St Patrick’s mastery curriculum is taught using the ‘White Rose Maths’ scheme of learning.



Implementation

Planning

The Early Years foundation stage follow the development matters framework alongside the Early learning goals. In addition, in F2 they use the White Rose scheme of work. F1 and F2 work within the Early Learning Goals and continuous assessment is recorded on Foundation Stage Profiles.

Early Years foundation stage plan group work and continuous provision activities linked to their focus. Reception, Year 1 and Year 2 classes have a daily 10-15 min basic skills sessions combined with a maths - specific lesson. Year 3 and 4 classes have a daily 10-15 min maths skills sessions (key facts and times tables) combined with a daily maths - specific session. Year 5 and 6 classes have a daily 10-15 min arithmetic session combined with a daily maths - specific session. Other opportunities throughout the week are sought to practice times tables regularly using times tables rock stars and other resources.

In Key Stage 1 and 2, units of work are planned for from the White Rose scheme of work and are complemented by other resources. All teachers are responsible for developing weekly plans using their own choice of proforma. These plans indicate the learning objectives for each lesson along with activities, which clearly show progression. Adaptive teaching strategies are embedded within planning to ensure that all pupils can access learning while being appropriately challenged. Support, scaffolding and extension opportunities are provided to meet the needs of pupils with SEND, disadvantaged pupils and those working at greater depth

Daily lessons (Year 1 to Year 6) should follow the below lesson format:

- Flash back to recall previous knowledge from previous year groups, month, week or day (this can be completed in books, verbally or on whiteboards)
- Get ready (this can be completed in books, verbally or on whiteboards)
- New learning (this can be completed in books, verbally or on whiteboards)
- Reasoning and problem solving application (this can be completed in books, verbally or on whiteboards)
- Pupils are provided with opportunities to develop fluency, reasoning and problem-solving skills within each sequence of learning. Tasks may be adapted according to the needs of the class and the intended learning outcome.
- Sheets should only be used in books if it enhances the learning and is deemed a necessity

Presentation

Pre learning activities should be completed before the start of each unit of work and a post learning activity should be completed at the end of a unit of work.

The date and learning objective should be written or stuck in to indicate the new day's learning. If the parts of the lessons are written in books, they should be clearly labelled. Independent tasks should be labelled as Task 1- Fluency, Task 2- Reasoning and Problem solving and Task 3- Greater Depth. Sheets should only be stuck in children's book if it enhances learning and is deemed a necessity.

Children should be taught to use the squares for individual numbers. Adults should identify in children's books when this is not done and allow time for children to correct this. If a written answer is necessary, children should use the lines in books and from Y3 upwards the writing should be cursive.

In Key Stage 2, pupils should fold the page in half and work down the page.



Marking and Feedback

Feedback is provided in accordance with the school's Marking and Feedback Policy. Teachers use a combination of verbal feedback, whole-class feedback and written feedback where it will have the greatest impact on pupil progress.

Teaching and Learning

At St Patrick's Catholic Primary School, we are committed to ensuring that all pupils experience high-quality mathematics teaching every day. We recognise that children learn in different ways and at different rates; therefore, our approach focuses on adaptive teaching, high expectations and removing barriers to learning so that every child can achieve success in mathematics.

Quality First Teaching underpins all mathematics lessons. Lessons are carefully designed to build upon prior learning, address misconceptions and ensure that all pupils develop a deep and secure understanding of mathematical concepts. Teachers use ongoing assessment to adapt teaching, provide appropriate support and challenge, and respond effectively to pupils' needs.

Key features of Quality First Teaching in Mathematics include:

- High expectations for all pupils.
- Explicit teaching and clear learning intentions.
- Effective modelling and worked examples.
- Small-step progression to secure understanding.
- Skilled questioning to deepen thinking and reasoning.
- Use of precise mathematical vocabulary.
- Retrieval practice to strengthen long-term memory.
- Opportunities for mathematical discussion and explanation.
- Think, Pair, Share and collaborative learning strategies.
- Concrete, pictorial and abstract representations (CPA approach).
- Problem-solving and reasoning opportunities embedded within learning.
- Appropriate scaffolding and challenge to support all learners.
- Regular opportunities for self-assessment and reflection.
- Real-life mathematical applications and investigations.

Teaching places a strong emphasis on direct instruction, modelling and guided practice to ensure pupils understand both the procedures and concepts underpinning mathematics. Through careful questioning and discussion, pupils are encouraged to explain their thinking, justify their answers and make connections between different areas of mathematics.

Pupils are taught using the Concrete, Pictorial and Abstract (CPA) approach, enabling them to develop a secure conceptual understanding before moving towards abstract mathematical thinking. Manipulatives and visual representations are used throughout the school to support understanding and help pupils make mathematical connections.

Adaptive teaching strategies are used to support all learners, including those with SEND, disadvantaged pupils and those working at greater depth. Teachers adjust support, questioning, representations and levels of challenge to ensure all pupils can access the curriculum while achieving their full potential.



Children are encouraged to record their mathematical thinking in a variety of ways and are taught both informal and formal written methods. By the end of Key Stage 2, pupils are expected to be competent and confident in using efficient and accurate standard methods of calculation. We also aim for all pupils to be fluent in times tables up to 12×12 and the related division facts by the end of Year 4.

Regular opportunities are provided for pupils to apply their knowledge through reasoning, problem-solving and investigative tasks. Pupils are encouraged to make predictions, test conjectures, identify patterns and explain their thinking using accurate mathematical language.

The development of mathematical fluency is prioritised through regular practice of key number facts, mental calculation strategies and arithmetic skills. Retrieval activities are used to revisit and strengthen previously taught concepts, ensuring learning is retained over time.

Pupils are encouraged to articulate their thinking, explain methods, justify solutions and engage in mathematical discussion with peers and adults. Teachers model and promote the use of accurate mathematical vocabulary to support understanding and communication.

Each classroom provides a language-rich mathematical environment, including working walls, key vocabulary, mathematical representations, manipulatives and examples of current learning. These resources are used purposefully to support pupil independence, reinforce key concepts and celebrate mathematical thinking.

SEND

At St Patrick's Catholic Primary School, we are committed to ensuring that all pupils, including those with SEND, can access and succeed in mathematics. Through high-quality first teaching and adaptive teaching strategies, lessons are carefully planned to meet individual needs. Teachers use a range of supports, including concrete resources, visual representations, scaffolding, targeted questioning and additional adult support where appropriate. Ongoing assessment ensures that misconceptions are quickly identified and addressed, enabling all pupils to make progress, develop confidence and achieve their full potential in mathematics.

Homework may include arithmetic practice, times tables fluency and online learning platforms such as Times Tables Rock Stars. Homework supports the consolidation of classroom learning and promotes parental engagement.

Parental involvement

Parent workshops are offered throughout the year. Parent meetings are held twice a year. During this meeting, parents are advised on areas of maths which their child needs to work on. At the end of the year, assessments are reported to parents through the end of school year report.

Impact

Through our mathematics curriculum, pupils develop fluency, reasoning and problem-solving skills. They become confident mathematicians who can explain their thinking, make connections across mathematical concepts and apply their knowledge in a range of contexts. Progress is evidenced through high-quality work, pupil voice, formative assessment and summative assessment outcomes.



Assessment (Formative and Summative)

Assessment for Learning (Formative assessment) is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there.

Within our school, staff are knowledgeable and skilled users of strategies for day-to-day assessment in the classroom including:

- Questioning
- Observing
- Discussing
- Analysis of work
- Checking children's understanding (Pre-teach tasks)

Assessment is used to inform medium and short term planning and children are engaged in the assessment of their own learning. Daily assessments of children are made and those identified as needing extra support are given interventions on the same or the following day.

Regular teacher assessments of children's progress are made against the national curriculum. Teachers use low-stakes retrieval activities, pre-unit assessments and end-of-unit assessments to identify misconceptions and measure progress

In Early Years Foundation Stage pupil's summative assessments are completed at the end of each term. It is recorded that pupils are either 'On track' or 'Not on track'. Pupils are assessed in Nursery against the 7 specific and prime areas of learning and in Reception against the 17 early learning goals.

Those children who are not achieving the expected level are identified at an early stage and targeted for extra support or an intervention programme delivered by support staff.

At the end of the Advent, Lent and Pentecost term, the children are assessed against year group objectives and data is input onto Arbor. Children are assessed as one of the below criteria

Below the standard (BLW)

Working towards the standard (WTS)

At the expected standard (EXP)

Above the expected standard (GD)

If a child is below the expected level the further assessment information is collected to monitor progress. Pupils working below their current Key Stage are assessed and progress monitored using b-squared.

The role of the Maths subject leader:

- Ensuring this policy is successfully implemented
- Being available to support staff with maths
- Conducting book looks, learning walks and pupil voice activities to monitor mathematics across the school
- Provide feedback to staff following monitoring
- Provide updates to link governors
- Identify developments with the subject area



- Monitoring curriculum implementation and standards in mathematics.
- Supporting staff professional development.
- Analysing assessment data to identify strengths and areas for development.
- Leading school improvement priorities relating to mathematics