St. Christopher's Catholic Primary School

Mathematics Policy

Date: September 2025

St. Christopher's Catholic Primary School

Mathematics Policy

We care, we learn, we inspire by:

Working together and having fun

Respecting everyone and everything

Using kind words and actions

Always trying our best, never giving up!

Being thankful to each other and to God

Every day being a new day

Rationale: Why Teach Mathematics?

Mathematics equips pupils with powerful tools to understand and shape the world. These tools include logical reasoning, problem-solving skills, and the ability to think in abstract and creative ways.

A high-quality maths education provides:

- Fluency in the fundamentals of mathematics
- The ability to reason mathematically
- Confidence to solve increasingly sophisticated problems
- An appreciation of the beauty and power of mathematics
- Skills essential for everyday life, financial literacy, and future employment.

AIMS

At St Christopher's we aim for all pupils to:

- Become fluent in the fundamentals of mathematics, developing rapid recall and application of knowledge.
- Reason mathematically by following a line of enquiry, generalising and justifying using mathematical language.
- Solve problems by applying mathematics to a variety of routine and non-routine problems.
- Develop a positive attitude towards mathematics and resilience when tackling challenges.
- Understand and use mathematics in real-life contexts.
- Be confident in using precise mathematical vocabulary to explain and justify their thinking.

MATHS CURRICULUM PLANNING

- We follow **White Rose Maths** as our long- and medium-term planning framework, supplemented with other resources such as: **NCETM, Mastering Number and Maths Shed**.
- Long-term plans: Yearly teaching programmes based on White Rose.
- Medium-term plans: Ensure balance of fluency, reasoning, problem-solving across each unit.
- Short-term plans: Written weekly, including learning objectives, stem sentences, key vocabulary, representations, and opportunities for assessment.

We use a **Teaching for Mastery approach**, ensuring pupils move together through content with time for deep understanding.

Teaching and Learning Approaches

Teachers use varied approaches, including:

- **Fluency practice** (mental strategies, number facts recall).
- **Problem solving and reasoning** using CPA (Concrete–Pictorial–Abstract) methods.
- **Mathematical discussion** with emphasis on stem sentences and precise vocabulary.
- **Collaborative learning** (partner talk, group work, mixed-ability discussion).
- **Differentiation through depth** rather than acceleration – all pupils access the same core content, with support or extension provided through representations and challenge questions.
-

Daily structure:

- KS1: 45+ mins daily lesson + 10 mins fluency/basic skills..
- KS2: 50+ mins daily lesson + 10 mins fluency/basic skills.
- EYFS: Maths taught through Mastering Number, White Rose small steps, and cross-curricular provision in play.
- All Ks1 and KS2 lessons begin with a problem.

Foundation Stage (EYFS)

- Taught through the EYFS framework: **Number** and **Numerical Patterns**, alongside **Shape, Space, and Measure**.
- Emphasis on **practical, play-based learning** and use of manipulatives.
- Planning supported by **Mastering Number** and **White Rose EYFS**.
- Progression tracked against EYFS curriculum goals.

Inclusion and Support

- **SEND**: Pupils supported through: adult support, scaffolded tasks, manipulatives, visual prompts, and targeted interventions. Individual support plans are developed with the SENCO.
- **Intervention**: Targeted catch-up support (e.g. Mastering Number, First Class @ Number, White Rose TA Hub, SIL Catch up documents, Dyscalculia Toolkit) provided outside of main lessons.
- **Greater Depth**: Challenge provided through open-ended tasks requiring reasoning and multiple strategies rather than acceleration to new content.

Assessment

-
- **Formative**: Ongoing assessment through questioning, observation, and pupil talk. Used daily to adapt teaching.
- **Summative**: Termly NFER tests (Y1–Y6) used to inform teacher judgements. EYFS assessed against Development Matters / ELGs.
- **Pupil Progress Meetings**: Held termly with SLT to identify support or challenge needed.
- **Feedback**: Focus on actionable next steps, verbal feedback, and opportunities to respond to marking.

Resources

- Manipulatives in every classroom (Numicon, Dienes, numberlines, place value counters, tens frames).
- Digital tools: Times Tables Rock Stars, Numbots, Maths Shed and White Rose Premium resources.
- Resources regularly reviewed and replenished by the Maths Lead.

Cross-Curricular Links

Mathematical concepts are taught mainly discretely but the using and applying of mathematics should be linked to all subject areas, where appropriate. We try to identify the mathematical possibilities across the curriculum at the planning stage. We also draw children's attention to the links between mathematics and other curricular work. We want children to understand that mathematics is not an isolated subject.

- Maths applied in science, DT, computing, geography, PE and real-life contexts.
- Opportunities provided for financial education (e.g. enterprise projects, budgeting tasks).

Equal Opportunities

We ensure equality of access and achievement in mathematics regardless of gender, background, or additional need. High expectations are set for all.

Parental Involvement

We value strong home-school links by:

- Holding parent workshops and curriculum evenings.
- Sending home key fact sheets (e.g. times tables, number bonds).
- Offering family maths events and games.
- Communicating termly about maths topics and strategies used.

Parents receive:

- Written and verbal reports on progress.
- Curriculum overviews with guidance on supporting at home.
- End-of-year written report and statutory outcomes (EYFS, KS1, KS2).

Monitoring and Evaluation

Led by the Maths Lead and SLT through:

- Book looks, lesson observations, and planning scrutiny.
- Learning walks and pupil interviews.
- Data analysis and moderation (internal and external).
- Staff training and CPD linked to school development priorities.

Role of the Maths Lead

- Ensure curriculum continuity and progression.
- Provide guidance, support, and CPD for staff.
- Lead monitoring, evaluation, and action planning.
- Manage maths budget and resource allocation.
- Promote high standards and positive attitudes towards mathematics.