



Policy for Mathematics

St Matthew's Catholic Primary School - Updated 2024

Purpose

At St Matthew's Catholic Primary School, we follow the National Curriculum for **Maths** using the **Maths Mastery** approach to teaching. **Mastery** of mathematics is something that we want pupils - all pupils - to acquire, or rather to continue acquiring throughout their school lives, and beyond. The purpose of this policy is to ensure that all staff are able to implement the teaching of maths mastery to a high standard in order for our pupils to achieve to the best of their abilities. It has been developed by the Mathematics Subject Leader to raise attainment in maths to be at least in line or above with similar schools nationally.

Our aims in the teaching of mathematics are:

- to promote enjoyment of learning through practical activity, exploration and discussion;
- to develop confidence and competence with numbers and the number system;
- to develop the ability to solve problems through decision-making, problem solving and reasoning in a range of contexts;
- to develop a practical understanding of the ways in which information is gathered and presented;
- to explore features of shape and space, and developing measuring skills in a range of contexts;
- to help children understand the importance of mathematics in everyday life.

Context

- Mathematics teaches children how to make sense of the world around them through developing their ability to calculate, reason and solve problems. It is a core subject with a range of cross-curricular links but most often, is best taught discretely, using opportunities from other subjects to rehearse skills in a context. Maths involves developing confidence and competence in number work; shape, space and measure; handling data and the using and applying of these skills. We aim to support children in achieving economic well-being by equipping children with a range of computational skills and the ability to solve problems in a variety of contexts using the Development Matters statements for Mathematics in EYFS and the New National Curriculum programmes of study and a Maths Mastery approach to guide planning in Key Stages 1 and 2.

Leadership and Management

The subject leader's role is to support colleagues to teach maths to a high standard in the following ways:

- By keeping up to date on current issues; disseminating relevant information and providing training for staff members (either directly or through other professionals)
- Leading by example / modelling lessons or styles of teaching
- Having a knowledge of the quality of mathematics provision across the school
- Identifying and acting on development needs of staff members
- Monitoring expectations, provision and attainment across the school and providing feedback to develop practice further in order to raise standards.
- Providing necessary equipment and maintaining it to a high standard. Resources are kept both centrally (topic based work) and within the classroom in clearly labelled trays (for more regular use).



National Curriculum

The Early Years Foundation Stage Curriculum feeds into the National Curriculum and the Maths Mastery Schemes of Work. It is good practice to make use of cross curricular links to enable children to use their learning in a real life context. Therefore, pupils should be given plenty of opportunities within sessions to use and apply the mathematical skills and concepts they have learned.

Staffing

Mathematics is normally taught by a qualified teacher within the classroom and may be supported by Learning Support Assistants (LSA) or CA (Classroom Assistant) or (HLTA) Higher Level Classroom Assistants within the class during the maths lesson or at other times in the day through interventions. The level of support is determined by the needs of the children. All children should receive focused teaching. Support can be used across the whole of the maths lessons, including mental arithmetic. Should a teacher not teach a maths lesson (perhaps due to PPA or professional development opportunities), the class teacher remains responsible for the effective delivery of the learning outcomes and must ensure sufficient time for the person covering to become familiar with the planning and expectations for the lesson.

Children not 'on track' to achieve age related expectations and progress from Key Stage 1 to 2 are prioritised for additional intervention. Class teachers are responsible for the content of these sessions although they may be delivered by a different teacher, HLTA or LSA.

Entitlement

At our school, we teach mathematics to all children, whatever their ability or individual need. Through our mathematics teaching, we provide learning opportunities that enable all pupils to make good progress. Every child has an equal right to the maths curriculum in *daily* maths lessons of approximately one hour. There may be times when it is more appropriate for Foundation Stage or Key Stage 1 sessions to be shorter in length and for Key Stage 2 sessions to be at least one hour.

Special Educational Needs

All children will have their specific needs met through work set in conjunction with targets on individual support plans. Support time is planned for and provided in relation to identified needs for individuals and groups. Support could be in a variety of forms, e.g. additional adult support, additional time, use of practical equipment according to the individual needs of the child.

Implementation

We carry out curriculum planning in mathematics in three phases (long-term, medium-term and short-term). The current mathematics curriculum is delivered using the Early Years Foundations Stage Profile and the New National Curriculum Programmes of study and Maths Mastery approach as a tool to ensure appropriate pace, progression and coverage of the subject. This coverage is reviewed by class teachers half termly and planning is adjusted for the subsequent term accordingly to ensure appropriate coverage of all mathematical strands.

Resources

All resources in classrooms are clearly labelled. Mathematical dictionaries are available in classrooms. Some more topic specific resources (such as weights and scales) are located in the maths cupboard.



Information Technology

IT can enhance the teaching of mathematics significantly. It has ways of impacting on learning that are not possible with conventional methods. Teachers can use software to present information visually, dynamically and interactively, so that children understand concepts more quickly. A range of software and resources are available to support work with computers/Ipads, e.g. White Rose Interactive resources, TTRS, Maths.co.uk and other recommended websites/apps. Children in KS1 and KS2 are allocated a specific time in IT for Mathematics each week, to consolidate basic number skills.

Assessment and Recording

Assessment for Learning is fundamental to raising standards and enabling children to reach their potential. Assessment in mathematics takes place daily using a range of strategies such as marking and feedback of work and verbal discussions with children using the maths marking policy. This information informs subsequent planning and next steps in teaching and learning. Planning is annotated where necessary to demonstrate adaptations and provide feedback about children's individual/group progress.

Targets are set regularly and progress towards them are regularly reviewed throughout the year. Records are saved on whole school assessment tracking and collated to inform the school's School Improvement Plan (SIP). This tracking also includes half termly tracking of standards for each child. This data is used by the Maths Subject Leader, Head Teacher and the assessment coordinator to review Average Point Score (APS) and progress towards end of year targets.

The outcomes of regular assessments including Optional SATs and End of Block and End of Term White Rose Assessments are recorded and forwarded to the maths subject leader and the assessment coordinator.

Formal assessments specific to year groups:

Year	Assessment
Foundation stage	Baseline point on entry Early Years Foundation Stage Profile White Rose Checkpoints
Year 1	Detailed teacher assessment
Year 2	KS1 NCTs followed by detailed teacher assessment White Rose Mastery End of Block Assessments NFER Termly Assessment
Years 3, 4, 5	Non-statutory SAT's ('Optionals') White Rose Mastery End of Block Assessments NFER Termly Assessment
Year 6	KS2 NCTs Optional SAT's Termly Assessment

Monitoring and Evaluation

The quality of teaching and learning is monitored as part of the appraisal process through the five lenses of learning (lesson observations, book scrutinies, pupil voice, planning monitoring, learning walks) and attainment towards end of year targets. In addition, continuity and progression across the school is monitored by the maths subject leader as is the implementation and impact of Assessment for Learning. Actions identified in the SIP intended to raise standards, are also monitored for implementation and, when appropriate, impact.



The Maths Subject Leader will also provide an annual summary report to the Head Teacher in which they evaluate the strengths and weaknesses in mathematics, and indicates areas for further improvement.

A named member of the governing body Mrs Angela Boyle is briefed to oversee the teaching and learning of mathematics. The maths governor meets regularly with the subject leader to review progress and report back to the Governing Body in the form of a link visit report.

Partnerships with parents

Parents are informed of curricular targets at termly progress meetings and they will receive written reports annually. Maths homework reinforces class work or curricular target work and will usually provide an example of any processes used by the children to support such work.