St. Peter's Catholic Primary School

part of the wider Christus Trust, Multi Academy Trust

Mission Statement

Loving and learning together, with Jesus

Mathematics Policy

Policy Ref No	CUR001
Date of Policy	October 2025
Review date	October 2026

Purpose

At St Peter's Catholic Primary School, we have high expectations for all of our pupils and believe that they can achieve highly and become confident and skilled mathematicians. We strive for all pupils to be curious about mathematics and to understand the importance of mathematics in their everyday lives.

Our Intent:

In Mathematics, we develop the children's **Knowledge and Skills** in line with the school's vision for a Knowledge and Skills based curriculum.

We inspire **Creativity** through thought-provoking concepts and variation which encourages our pupils to think creatively.
We encourage **Discovery** through posing problems that we solve with our peers to gain greater understanding and independently to consolidate our understanding.
We foster a **Curiosity** by encouraging our children to think differently and from different perspectives.
We develop **Independence** through carefully designed learning in maths to equip pupils with the skills needed to succeed.
We instil **Resilience** through our mastery approach to maths, continually challenging all pupils.
As a result, the children **Respect and Value** mathematics and become **Lifelong learners**.

Teaching and Learning

At St Peter's Catholic Primary School, you will typically see the following features to mathematics learning:

- The large majority of pupils progress through the curriculum content at the same pace. We adapt learning by emphasising deep knowledge and through individual support and intervention. The questioning and scaffolding individual pupils receive in class as they work through problems will differ and pupils who grasp concepts rapidly are challenged through more demanding problems which deepen their knowledge further.

- Practise and consolidation play a central role to mathematical learning. Carefully designed variation within this builds fluency and understanding of underlying mathematical concepts in tandem.

- Teachers use precise questioning in class to test conceptual and procedural knowledge, and assess pupils regularly to identify those requiring intervention with the aim that all pupils make at least expected progress, with many excelling.

- Teachers model to pupils and question them using multiple representations. We use the CPA approach (concrete, pictorial, abstract) to ensure our children experience a wide range of representations. This ensures that procedural and conceptual understanding are developed simultaneously.

- Groupings within classes are flexible and pupils will work in different groups dependent on their need.

Procedures and Practice

Curriculum – EYFS
Mathematics within the EYFS is developed through purposeful, play based experiences and will be represented throughout the indoor and outdoor provision. The learning will be based on pupils' interests or current themes and will focus on the expectations from Development Matters. As the pupils progress through Reception, more focus is placed on representing their mathematical knowledge through more formal experiences. Pupils will be encouraged to record their mathematical thinking when ready and this will increase throughout the year.

Curriculum – Year 1 to 6
Pupils spend longer on key mathematical concepts in number. From Year 1 to Year 6, we follow a structured curriculum map however this is flexible to the needs of the pupils and therefore if a concept has not been grasped thoroughly by most pupils, there is flexibility to adapt the curriculum map and revisit concepts.
Those pupils who grasp concepts more rapidly are given opportunities to deepen their knowledge further and improve their reasoning skills, through rich problems, rather than accelerating on to new curriculum content.

Lesson Design

Teachers from Years 1 - 6 begin lessons with a prior learning recap which focuses on pupil learning in previous lessons. This could be from the lesson the day before or weeks before. The beginning of Maths lessons also include Ten Minute Maths (TMM), Five Minute Maths for EYFS. This time is dedicated to the fluency of maths such as numbers bonds and times tables. Within maths lessons teachers use concrete apparatus and visual representations at every opportunity to reinforce a concept and ensure deep and meaningful understanding. Pupils have the opportunity to practise the new skills using carefully crafted and varied questioning and talk will be used regularly to allow the pupils the opportunity to feedback as to how they solved problems. Staff within the classroom (teacher/HLTA/teaching assistant) will continually assess children during the lesson, identifying children who do not grasp a concept as quickly or fully as others. This may then inform groupings within a lesson, additional support during a maths lesson (mini-surgery) or a sweep intervention at another point in the school day. Children have the opportunity to answer fluency, varied fluency and reasoning and problem-solving style questions during every lesson. Once a pupil has completed this, they then move onto their challenge, which they randomly select from the challenge wallet on the Maths working wall.

Adaptation
Adaptation will be seen by pupils working on differing complexities of problems within the same objective. Some children will have challenging problems to solve to ensure that they continue to make progress. There will be some pupils who are using practical equipment for longer in order to support learning.

Resources
Within all lessons, teachers will utilise practical resources to ensure that concepts are represented to the pupils to gain depth of understanding. We have carried out extensive CPD and training in this area so that there is consistency in the children's journey of maths through St Peter's. Tools such as Maths Hub White Rose documents and Maths Frame are used across the school as a support tool for planning and the learning set for pupils by the class teacher is bespoke to the needs of the cohort.

Learning Environments

Each classroom has a range of maths equipment stored in trays or boxes, clearly labelled so that the children choose the items they need to support their learning. Larger maths equipment is centrally stored near the Year 4 classrooms. All classrooms have a maths working wall which is up-to-date with current learning and is a tool the children use to assist with their understanding of concepts.

Monitoring and Assessment

Teachers are continually assessing the pupils in their class. AFL questions are carefully designed to check each child's understanding and indicate which areas to plan for further to ensure progress for all. More formal assessments also take place under the direction of the maths lead. Teachers assess their pupils termly and enter the data on to Sonar. This data is discussed at termly Pupil Progress Meetings.

Extended opportunities

Generally, mathematics will be taught discretely to ensure that links are not tenuous, however where there is a clear link to another subject (e.g. statistics within science) further maths may be planned for. Mathematical skills should be applied to such subject areas and used to evidence the pupils' depth of understanding.

Supporting children in Mathematics

There are opportunities for workshops throughout the year which parents are invited to in order to have a greater understanding of how to support their child at home with their mathematics. Each year group has a 'class page' on the school website which is frequently updated to show current maths learning and the homework which is set 3 evenings a week to consolidate the children's understanding and extend their thinking. Children bring in their homework books each day during the week to reflect on their understanding of the homework from the previous evening and receive support from the teacher or teaching assistant, where applicable.

Role of Maths Leader

- Organise/lead training for staff in Mathematics
- Ensure that appropriate resources are available
- Provide 'expertise' to assist staff in the delivery of the curriculum
- Provide support for ECT's, Teaching Students and New members of staff in Mathematics
- Develop strong links with local schools (e.g. BCT), as well as the schools in the Christus Catholic Trust
- Ensure all children are making at least expected progress and where this is not happening, supporting teachers in ensuring measures are in place to get children to make accelerated progress in maths
- Evaluate on a regular basis the policy and scheme of work and ensure they form the basis of practice of Mathematics within the school
- Keep updated in Mathematical developments through further reading, liaising with maths leader colleagues and receiving training
- Create an annual Maths action plan to focus development on areas identified and use as a working document

- With the Assessment Leader and Inclusion Leader, track the progress of identified groups of children and be involved in a thorough evaluation of Mathematics looking at trends over time, value added from baseline predictions to end of Key Stage Assessment results

- Regularly monitoring Maths across the school through lesson observations, drop-ins, book looks, pupil perceptions, learning environments and data analysis. Feeding back to staff and SLT on findings and actioning next steps.

Monitoring and Evaluation of this Policy

This policy will be regularly monitored and any necessary changes will be reported to the LGC.