

ST. GEORGE'S CATHOLIC PRIMARY SCHOOL & NURSERY

Maths Policy



2026-2027

Introduction

The Mathematics policy provides a point of reference from which we can review and evaluate the Maths curriculum we offer. It is a means of identifying our strengths as well as those areas of policy and practice, which need to be developed further, and our in-service needs and resource implications.

Intent

Mathematics is an important, creative and highly interconnected discipline, that helps us to understand and change the world. At St. George's Primary School, we want all pupils to experience the beauty, power and enjoyment of this subject, whilst developing their natural curiosity and enhancing their resilience, so they become 'deep thinkers'.

We foster positive attitudes to learning as we believe all children can achieve in mathematics. Engaging lessons teach for secure and deep understanding of mathematical concepts through manageable steps. We use mistakes and misconceptions as an essential part of learning and provide challenge through rich and sophisticated problems. This fulfils OFSTED guidance that, for high quality maths education, educators plan to give pupils opportunities to consolidate learning that go beyond immediately answering questions correctly (OFSTED 2021).

At our school, we aim for pupils to become true masters of their year group content, applying and being creative with new knowledge in multiple ways. We intend for all pupils to:

- Become fluent in the fundamentals of mathematics so that they develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately;
- Be able to solve problems by applying their mathematics to a variety of problems with increasing sophistication, including in unfamiliar contexts and to model real-life scenarios;
- Reason mathematically by following a line of enquiry and develop and present a justification, argument or proof using mathematical language;
- Have an appreciation of number and number operations, which enables mental calculations and written procedures to be performed efficiently, fluently and accurately to be successful in mathematics.

Implementation

At St. George's we're shaping happy, confident and resilient learners who discover that mathematics brings an exciting journey of discovery, understanding – and a lifetime of opportunities.

Our maths curriculum is designed to provide students with a solid foundation in mathematics. Students will gain a deep understanding of mathematics and enjoy solving mathematical problems. In order to master mathematical skills, our curriculum content has been sequenced in order to promote a depth of understanding.

Our maths curriculum offers a 'small steps' progression and yearly frameworks, which allow children to learn at their own pace while still achieving high standards.

We help children develop their conceptual understanding of mathematics by using concrete objects, pictorial representations and abstract thinking. This inclusive approach is based on the principles of cognitive psychology and child development. Together, these elements help cement knowledge so pupils truly understand what they've learnt. As noted by OFSTED, they avoid creating a reliance on outsourced memory aids or physical resources, moving children on as soon as they are secure (OFSTED 2021). Teachers enable pupils to understand the links between the manipulatives and the mathematical ideas they represent. Teachers use manipulatives to develop pupils' independent understanding of the mathematics (EEF state as exemplary practise in their Improving Mathematics review).

Resources

- *White Rose Maths* Premium Resource *KS1 and KS2*.
- *Grammarsaurus* Maths Resources KS1 and KS2
- *Twinkl and CGP* Arithmetic Tests Year 6
- *Rising Stars* Arithmetic Tests Fortnightly KS1 and KS2
- A range of ICT support materials and resources from the internet are also used:
 - *White Rose Premium* *KS1 and KS2*
 - *Maths Seeds* *EYFS and KS1*
 - *Mathletics* *KS2*
 - *Century (one session per week)*
- Physical Maths resources such as Numicon, counters, place value counters and 2D and 3D shapes.
- Times tables tests weekly using a times table booklet and Times Table Rockstars.
- *Flashback 4* at the beginning of the school *KS1 and KS2*
- *Fluency Bee* – 15 minute fluency programme for Years 1-4.

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- *White Rose Maths Stories Rec, 1 and 2*

Methods

Mathematical discussion and practical work using objects, apparatus, pictures and diagrams are important for developing real understanding and should be encouraged at all levels. Lessons will be planned to enable such activities to take place, this will precede written recording and go hand in hand with the development of the use of symbols and notation. The School's Calculation Policy outlines the written methods that will be used within each year group.

In the Foundation Stage, counting rhymes, number songs and action songs are among the many introductory activities. These are mostly practical and include sorting, matching, counting, number formation, naming shapes and colours, adding and subtracting.

Class Organisation

For number work children all stay in class and are taught altogether. This may be except for children with Special Educational Needs who may not be able to access the curriculum. Children may be placed in a group according to their ability within the lesson and have additional support from a Teaching Assistant. These groupings are flexible and children will move between the groups as necessary. As OFSTED recommend pupils who are more likely to struggle or who are at risk of falling behind are given more time to complete tasks, rather than different tasks or curriculums, so that they can commit core facts and methods to long-term memory (OFTSED 2021).

Resources and Allocation

Each classroom has a stock of resources which are kept in accessible places where children can use them as they need. Further resources are kept in a central store in the resources room for use by any class and must therefore be replaced after use.

Time Allocation

Maths will be given approximately 5 hours per week and this is arranged flexibly over whole mornings to allow greater immersion in learning for the children. Most sessions will follow a simple format of class introductions with oral activities, a focused whole class session and then group work, with the teacher and teaching assistant targeting a group. The rest of the children will work independently on related activities and tasks.

In addition to this all children will complete a 'Flashback 4' which encourages students to revisit learning. This will be displayed every morning for the children to complete and self- mark with the teacher.

This uses the principles of spaced learning to recall the appropriate concepts:

- The first question is likely to be something children did in the previous lesson.
- The next question is something they did last week, to keep that ticking over.
- The third and fourth questions are related to concepts they studied last month, or maybe much earlier in the year (or even last year).

Maths Displays

All classrooms have a clear, year group appropriate Maths display. This will be in a central location and should contain examples of written methods and mathematical language suitable for that particular year group. This is used as a Maths tool kit for the children and to promote independence.

Cross Curricular

- Throughout the whole curriculum, opportunities exist to extend and promote mathematics.
- Teachers seek to take advantage of all these opportunities within our topic-based curriculum. Each year group has a Maths Cross- Curricular Map which demonstrates where Maths is being taught in different subjects.

Mastery

In each year group, teachers will be spending more time going into depth about a subject as opposed to racing through the things that all children should know which can lead to some children having large gaps in subject knowledge.

We ensure that children have a solid, concrete understanding of subject knowledge and skills as well as being resilient and ready for secondary school. Mathematics is taught at a steadier and deeper pace, as well as providing deeper and richer experiences for children who are above the national expectation for their age.

We focus on all children achieving what is expected of their age group and not going beyond this.

At our school no child will be taught content from the year group above them, they will spend time becoming true masters of content, applying and being creative with new knowledge and skills in multiple ways.

SEN

Close attention is paid to children with Special Needs. Intervention programmes are produced where necessary, making use of programmes such as *Plus 1, Power of 2, RM Maths and Maths Shed*.

If children in a class are working at lower year group expectations, then they should access the suitable year group scheme of work from *White Rose Maths*. Children will watch the teaching video provided for each lesson and then complete the worksheet. A teaching assistant will support these children through the session.

Homework

Children will be set one piece of Maths homework each week. This is in the form of either an internet-based task. Children in EYFS and KS1 will use *Maths Seeds* and children in KS2 will use *Mathletics*.

If there are any problems with a child logging on, the parent must write a letter to the child's class teacher explaining the problem.

Equal Opportunities and Differentiation

All children will be given equal opportunities to acquire and develop mathematical skills and understanding regardless of background, race, gender or disability. Maths investigative work lends itself to differentiation and whenever possible children are given similar tasks working at different levels. Differentiation is through effective use of pre- assessment.

Impact

Assessment and Recording

Foundation Stage

In line with the School Assessment Policy, children will be assessed against the Development Matter and Early Learning Goals.

Key Stage One and Two

In line with the School Assessment Policy, there will be three assessments yearly in Maths in KS1 and KS2. These are in the form of a written paper for Arithmetic and Problem Solving and Reasoning. Teachers will record children's progress using the in-house assessment trackers and update the target sheets in the front of children's Maths books.

Marking

When appropriate the children themselves can mark exercises with support and guidance from the teacher. This allows the children to receive instant feedback and ask the teacher for help.

When necessary, teachers will also ask children to check misconceptions / errors and provide examples if necessary.

Please refer to the Marking policy for further detail.

Pupil Progress Meetings

Pupil progress meetings are held three times throughout the year to identify pupils at risk of falling behind. Interventions are carefully planned to support these pupils.

Moderation

Maths books and Maths lessons will be moderated within school on a regular basis.

Transition and Liaison Procedures

Records of the Early Learning Goals and National Curriculum records of attainment are passed on to the next teacher.

A meeting takes place between the present and future teachers at the end of each academic year to discuss any strengths or weaknesses that any individual children may have.

Kate Quick

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