St. Peter's RC Primary School

Mathematics Policy 2026

"Unlocking potential with the keys of love, respect and friendship"

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Mathematics Policy

Mathematics is an essential component of the education of every pupil. It is both useful and an important form of communication. Mathematics at all levels should be related to real life situations wherever possible. We believe a positive 'can do' attitude in maths is vital. We aim to teach the children that mistakes are proof that they are trying and to encourage the saying, "we can't do it…yet!"

This policy outlines what we are aiming to achieve in respect of pupils' mathematical education. It also describes our agreed approach to the planning, delivery and assessment of the mathematics' curriculum.

Pupils in years 1 to 6 will be required to follow the National Curriculum 2014 and in Reception, the Early Years Foundation Stage Curriculum. The mathematics taught and the methods used reflect both the statutory requirements and the non-statutory guidance and recommendations outlined in the following documents:

(A) Guidance: Teaching Mathematics in Primary Schools (2020)
(B) Statutory Framework for the Early Years Foundation Stage (2021)
(C) Mathematics Programmes of Study: key stages 1 and 2 National Curriculum in England (2014)

The school's Mission Statement

The Mission of the school is to provide education in the Roman Catholic faith to the Catholic children in our catchment area and as a community we observe the rites, practices and doctrine of the Roman Catholic Church. We take Jesus Christ as our model and the children are encouraged by word and example to live according to His Gospel in order to develop love and forgiveness worship and prayer truth and justice freedom and tolerance compassion and respect for others.

At St. Peter's we aim to achieve a high standard of education and to develop fully each child's potential. In mathematics we strive to ensure mathematics lessons are fun, engaging and active ensuring they are practical and purposeful. The knowledge and the skills taught are equipping the children for real life situations, where they will confidently apply what they have been taught. Our principals ensure children are taught well, always making sure skills are progressive.

The main aims and objectives of teaching mathematics

Mathematics helps children to make sense of the world around them through developing their ability to calculate, to reason and to solve problems. It enables children to understand and appreciate relationships and pattern in both number and space in their everyday lives. Through their growing knowledge and understanding, children learn to appreciate the contribution made by many cultures to the development and application of mathematics.

We aim to foster:

- a positive attitude towards mathematics and a confidence in mathematical situations.
- an understanding of mathematics through enquiry, experience and discovery.

- an ability to reason and think clearly and logically.
- attitudes of curiosity, perseverance and accuracy and to engender a fascination, wonder, enjoyment and feeling for maths.
- an awareness of the uses of mathematics in the world beyond the classroom in solving problems they meet in everyday life, and in understanding things they see.
- an ability to talk confidently in mathematical terms, explaining and discussing mathematical problems and concepts using mathematical language.
- an appreciation of mathematical pattern both in shape and number and its application to relationships.
- develop mathematical skills and knowledge and quick recall of basic facts

The scheme of work

Mathematics is a core subject in the National Curriculum, in order to plan our lessons we use -

- Mathematics Programs of Study: key stages 1 and 2 National Curriculum in England (2013)
- Lancashire's Red Rose Scheme

This provides teachers with a theme and rationale for each week which ensures areas of maths learning for each year group is revisited 3 times in each year with weekly overviews to follow. This will direct teachers to what learning objectives are required to be taught that week. Teachers will ensure that each year group has their own specific objectives and they differentiate between the year groups.

Planning

Planning is a cyclic process where assessment -teaching- learning activities- assessment should happen continuously. Planning should begin with assessment aims for the year group (What do they need to learn?), and assessment information (where are they now?) for the particular pupils being taught, clear in the teacher's mind so that clear objectives can be set which are learning and not activity lead. The objective must be clear and visual in all maths lessons and children's books/Seesaw.

Arithmetic needs to be integrated into plans and lessons and used to develop mental calculation strategies and speed of recall of maths facts and vocabulary. Teachers are required to complete a 20 minute mixed Arithmetic activity daily, linking to misconceptions that week, that weeks learning or gaps highlighted on the end of unit learning gaps sheet. Children (Years 1-6) should receive 10 mixed questions each day, these can be differentiated per year group and for SEN children.

Planning should also contain differentiated learning activities, with opportunities to practice and

apply their learning, extension activities are added where necessary. These activities should be active when necessary and relevant.

Plenaries should be included in planning so that; children get to apply their learning to a new situation, or teachers can assess quickly what children have learnt, or teachers can revisit and reinforce teaching strategies and correct misconceptions.

Fix it time should be planned in for each lesson so that children get a chance to respond to marking and feedback.

Teachers have various resources available to help them to plan.

Teaching and Learning

The experiences and materials provided at St Peter's are appropriate to the needs and abilities of the individual child and increasingly reflect the use of new technology. These will include: A balance between tasks which develop knowledge, skills, concepts, understanding and the ability to solve problems.

We use teaching assistants to provide appropriate support to individuals or to groups of pupils. Teaching assistants within St Peter's Primary School are viewed as an important 'asset' to the school and, as such, are appropriately involved in the planning and delivery of the mathematics curriculum. Their knowledge, skills and understanding is updated through identified training organised by the maths subject leader.

Maths lessons will usually

- involve pupils working as a class or in groups with a teacher or teaching assistant or individually and independently.
- Provide a variation of activities between writing, oral, practical, short and extended tasks, ensuring enjoyment.
- Provide activities which are differentiated but challenging, including those with identified SEND (special educational needs and disabilities).
- Use mathematical apparatus and instruments of measure, information technology (including apps, computer games, and interactive teaching programs), visual aids, visual images to aid understanding as appropriate to the age and development of the pupils.
- Require to children to use oral and written communication of maths to a variety of audiences.
- Encourage children to talk about the maths they are doing.
- Include key visual aids, reminders and vocabulary being displayed on the maths working wall or from the key knowledge maps.
- Require children to apply mathematical knowledge to other curriculum subjects.

- Place an emphasis on the development of mental methods from the early years developing quicker and wider recall of number facts as the children get older. As pupils progress to working with larger numbers they will learn more sophisticated mental methods and tackle more complex problems, which may require them to make some informal paper and pencil notes. Standard written methods begin from year 2 but the progression towards these methods is crucial. (see separate calculations policy)

- Require children to record their work, reasons for recording may include; help in clarifying their own thinking, acting as a note for future reference, communicating with others and providing evidence of their work in mathematics.

- Include active activities throughout the lessons, at least once a week if appropriate.

Foundation stage

Maths is introduced to the children through the Red Rose scheme which uses Number Land. Maths is also taught through continuous provision opportunities which will be provided for children to develop their skills further independently through self- initiated activities.

Feedback & Marking

At St Peter's we have a marking policy which needs to be followed in maths. Children learn best when, through careful feedback, they build up a clear picture of how well they have done and what they need to do to improve. For teachers, giving pupils feedback is an invaluable tool for assessing children's progress, informing subsequent teaching and providing children with next steps. In addition, giving feedback provides the opportunity for teachers to give encouragement and praise and to reward achievement and effort. Teachers use ticks, codes, stamps to provide children with feedback with house points as rewards. Teachers use distance marking books which highlights the children who have achieved two green stars and the footprints, feedback is given throughout the lesson and at the start of the next lesson, children can be identified with misconceptions and TAs/teachers can be deployed accordingly within the next lesson.

AS	**Adult Support** –Indicates that another adult worked with the child during the lesson and verbal feedback has been given throughout. Notes may be written in the child's book at the time. The adult will initial the piece of work.
I	**Independent** – Indicates that the child has worked independently in this lesson.
SA	**Self-Assessed** – Indicates that the piece of work has been self or peer assessed.
	**One green star** stamp indicates that the child has met their objective at the level expected of them. They will not necessarily feature on the distance marking sheet (unless for basic skills errors)
	**Two green star** stamps indicate that the there is an aspect of the work which is highly noteworthy and will be praised/shared as an example of good practice in the next lesson.

Team Points will be denoted as the value and tp in a circle e.g. - 2tp

Last review: September 2024

Resources

- Lancashire Red Rose Planning Scheme
- Number Land (within Red Rose)
- Learning By Questions (Classes 4 and 5)
- Times Tables Rock Stars
- Hamilton Trust
- BBC Learn/bitesize
- Resource areas in class should be equipped with, rulers, number squares, number lines, cubes, money, clocks, arrow cards, dice, base 10 apparatus.
- Other resources are available in class rooms or PE cupboard.

Assessments

Teachers need to continuously assess the pupils they are working with and need to ensure they spend some quality time with a different group of pupils each day. Teachers assess continuously through questioning, observing children work and in the marking of work and by testing children.

At the end of each half term, teachers will assess using the end of unit assessments. At the end of each term, teachers will use the end of term Red Rose assessments in order to formally assess the children.

Progress and attainment data for each pupil is collated by every class teacher and submitted to the Head teacher each term according to our assessment policy.

Monitoring and evaluation

Monitoring of the standards of children's work and of quality of teaching in mathematics is the responsibility of the head teacher and link governor supported by the subject leader.

The work of the subject leader also involves supporting colleagues in the teaching of mathematics, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school.

Book scrutiny's, learning walks, lesson observations, assessment moderation, pupil interviews will be used by the maths co-ordinator and head teacher to assess standards in this subject and report to the link governor and governing body.

Teaching Mathematics to Children with Special Needs

At St Peters we aim to provide a broad and balanced education to all pupils. Quality First Teaching is considered an entitlement for all pupils. Effective pupil tracking enables identification of pupils who may benefit from early 'intervention' at an appropriate level. We also recognise, and aim to make provision for, pupils who have a particular ability in mathematics.