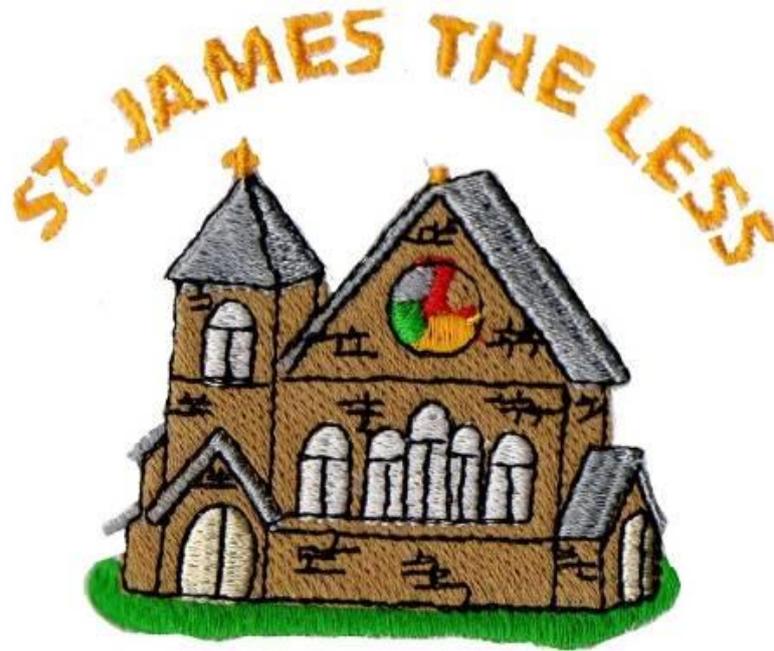


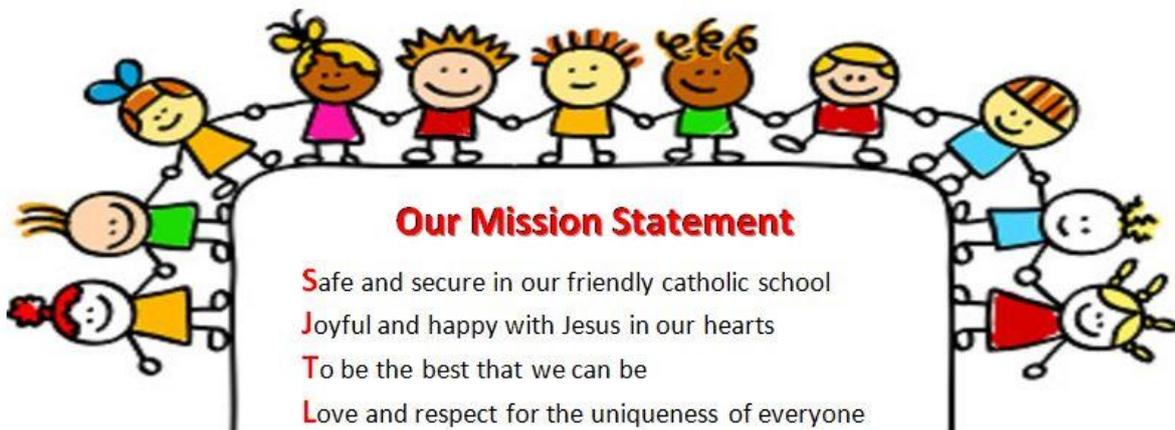
St James the Less RC Primary School



"Apply your mind to instruction and your ear
to words of knowledge."
(Proverbs 23:12)

Mathematics Policy

Updated January 2026



1 Introduction

Mathematics is vital in everyday life. It is integral to all aspects of life and with this in mind we endeavour to ensure that children develop a healthy and enthusiastic attitude towards mathematics that will stay with them.

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.

The National Curriculum (2014) for mathematics describes what must be taught in each key stage. The mathematics taught and the methods used reflect both the statutory requirements and the non-statutory guidance and recommendations outlined in the following documents:

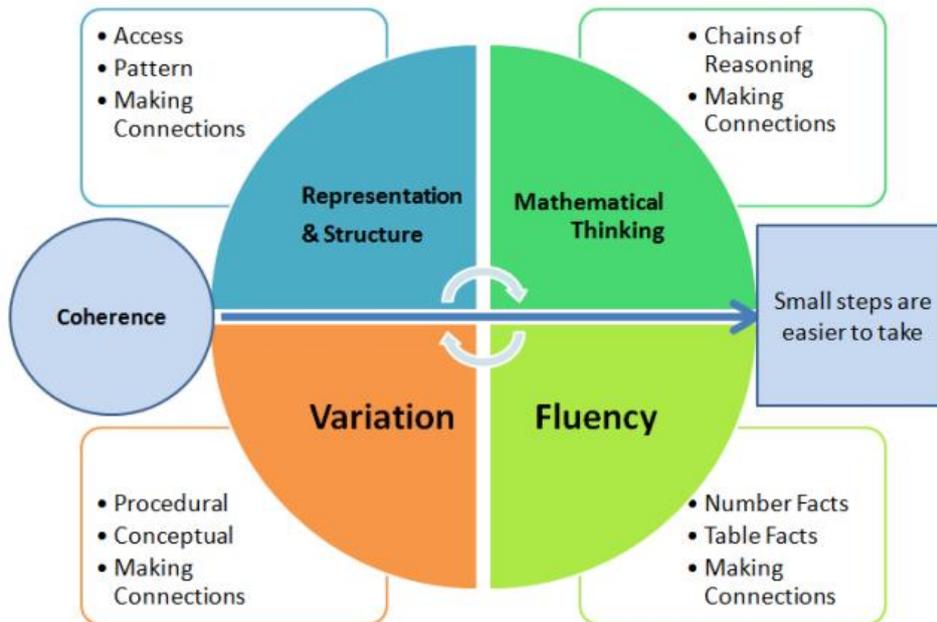
- (A) The Revised Statutory Framework for the EYFS (2023)
- (B) Development Matters in the EYFS (2021)
- (C) Mathematics Programmes of Study: key stages 1 and 2 National Curriculum in England (2014)
- (D) White Rose Education

This policy provides information and guidance for staff, governors and other interested persons.

The aims of mathematics are:

- become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately
- reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language
- solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions

2. Teaching for Mastery



Teaching for mastery is a coherent, small steps curriculum vision, based around 4 key areas:

- ✓ Fluency
- ✓ Representation and Structure
- ✓ Variation
- ✓ Mathematical Thinking.

FLUENCY

- Quick recall of facts and procedures
- The flexibility and fluidity to move between different contexts and representations of mathematics
- The ability to recognise relationships and make connections in mathematics

REPRESENTATION & STRUCTURE

Mathematical structures are the key patterns and generalisations that underpin sets of numbers - they are the laws and relationships that we want children to spot.

Using different representations can help children to 'see' these laws and relationships.

VARIATION

Procedural variation - This is a deliberate change in the type of examples used and questions set, to draw attention to certain features.

Conceptual variation - When a concept is presented in different ways, to show what a concept is, in all of its different forms.

MATHEMATICAL THINKING

- Looking for pattern and relationships
- Logical Reasoning

· Making Connections

COHERENCE

Teachers intend to develop a detailed knowledge of the curriculum in order to break the mathematics down into small steps to develop mastery and address all aspects in a logical progression. This will ensure deep and sustainable learning for all pupils. As a result of teaching and learning being developed around a Teaching for Mastery approach in mathematics, our intent is that pupils will be able to meet the key aims of the National Curriculum for maths.

3 Teaching and learning style

The school uses a variety of teaching and learning styles in mathematics lessons. Our principal aim is to develop children's knowledge, skills and understanding in mathematics. We do this through a daily lesson that has a mental and oral starter, a whole class teaching input covering the learning objective, adapted activities (individual, paired and group) and a plenary. During these lessons we encourage children to ask as well as answer mathematical questions. They have the opportunity to use a wide range of resources to support their work. The children are provided with manipulatives to support their learning and understanding. When appropriate, children use ICT in mathematics lessons in order to enhance their learning. Wherever possible, we encourage the children to use and apply their learning in everyday situations.

4 Implementation

Fluency

All children, from EYFS - Y6, participate in daily 'Fluent in 5' fluency lessons. These 10-minute sessions are taught at the start of the school day and focus on increasing fluency within the core concepts of mathematics: place value, the four operations, fractions and percentages.

In Year 1 and Year 2, 'Super Skills' sessions are timetabled at least twice per week, and are very practical and interactive short burst activities focused on fluency in counting and instant recall facts.

Mastery Lessons

All children from Y1-Y6 are taught a main mastery maths lesson of 45-60 minutes.

Each lesson includes elements of:

- Fluency, to practise skills
- Reasoning, to deepen understanding
- Problem solving, to apply skills

Planning Mastery lessons:

Teachers use the White Rose Mastery planning for their medium-term plans as they are designed to meet the Teaching for Mastery demand for a small steps approach (nudging on pupil's learning daily so concepts can be developed systematically and the content never appears overwhelming). These plans are set out in 'blocks' such as 'place value', and a number of 'blocks' will be covered each term.

*NB - In year 6, due to the children sitting SATs, teachers may occasionally rearrange these blocks to meet the needs of their pupils, however all the blocks will be taught by the end of the academic year.

From these medium-term plans, teachers use additional resources that have been carefully mapped to the White Rose Scheme (V 3.0 see appendix 1) (including LBQ (KS2), Third Space Learning and NECTM materials) to develop daily lesson plans. These resources help to ensure that each lesson is produced to incorporate the above elements.

Teachers adapt the resources provided through White Rose to meet the needs of the pupils and the wide-ranging nature of ability gaps in their class, especially post-pandemic. To ensure our curriculum is tailored, staff are selective of the tasks they choose to use and use and time is spent deepening and challenging while other children may be being supported to access the core content.

4 Scheme of work

To ensure mathematics has a whole-school approach to mastery of the subject, teachers plan lessons using the framework provided by the 'White Rose Maths' (by White Rose Education) schemes of learning. Mathematical topics are taught in blocks, most of which are revisited many times during a child's time in the school. Teachers plan lessons that allow for practice of the three key curriculum aims: fluency, reasoning and problem solving. Independent work provides the means for all children to develop their fluency further, before progressing to increasingly-complex related problems, to enable the achievement of 'mastery' over time. Each lesson phase provides the means to achieve greater depth, as well as there being exploratory, investigative tasks within the lesson as appropriate.

Adaptation is achieved by emphasising deep knowledge and through individual support and intervention.

- Teaching is underpinned by methodical curriculum design and supported by carefully crafted lessons and resources to foster deep conceptual and procedural knowledge.

- Practice and consolidation play a central role. Carefully designed variation within this builds fluency and understanding of underlying mathematical concepts.
- Teachers use precise questioning in class to test conceptual and procedural knowledge and assess children regularly to identify those requiring intervention, so that all children keep up.

5 Mathematics curriculum planning

Mathematics is a core subject in the National Curriculum, and we use the Mathematics Programmes of Study: key stages 1 and 2 National Curriculum in England (2014) as the basis for implementing the statutory requirements of the programme of study for mathematics.

The 2014 National Curriculum for Maths aims to ensure that all children: become fluent in the fundamentals of mathematics; are able to reason mathematically; can solve problems by applying their mathematics. Within mathematics lessons, these skills are taught and practised to embed them over time, leading to confident, proficient mathematicians. We aim to develop each child's love of learning and ability to talk freely about their reasoning when tackling problems. We also recognise the importance of mathematics in the wider world, providing children with problems in a range of contexts in which to apply their skills.

6 The Foundation Stage

Work undertaken within the Early Years Foundation Stage is guided by the requirements and recommendations set out in the Revised Statutory Framework for the EYFS (2023), the Development Matters in the EYFS (2021) and 'White Rose Maths' (White Rose Education). We give all the children ample opportunity to develop their understanding of number, measurement, pattern, shape and space through varied activities that allow them to enjoy, explore, practise and talk confidently about mathematics.

7 Contribution of mathematics to teaching in other curriculum areas

Throughout the whole curriculum opportunities exist to extend and promote mathematics.

All staff will promote diversity where appropriate, ensuring our diverse communities are accurately reflected and represented.

8 SEND and Inclusion

Teaching maths for mastery offers ALL pupils access to the full maths curriculum. This inclusive approach, and its emphasis on promoting multiple methods of solving a problem, builds self-confidence and resilience in pupils. Though the whole class goes through the same content at the same pace, there is still plenty of opportunity for adaptation. Adaptation occurs in the support and intervention provided to different pupils, not in the topics taught, particularly at earlier stages. There is no differentiation in content taught, but the questioning and scaffolding individual pupils receive in class as they work through problems will differ, with higher attaining children, or those pupils who grasp concepts quickly, challenged through more demanding problems which deepen their knowledge of the same content.

Those children who are not sufficiently fluent are provided additional support to consolidate their understanding before moving on. Pupils' difficulties and misconceptions are identified through immediate, formative assessment and addressed with intervention - commonly through individual or small group support later the same day.

9 Assessment and recording

Assessment has two main purposes:

- assessment of learning (also known as summative assessment);
- assessment for learning (also known as formative assessment).

At St James the Less Primary School we recognise that formative lies at the heart of promoting learning and in raising standards of attainment. We further recognise that effective formative assessment depends crucially on actually using the information gained.

The assessment procedures within our school encompass:

- Making ongoing assessments and responding appropriately to pupils during 'day-to-day' teaching. These 'immediate' responses are often verbal and are not always recorded;
- Using knowledge of pupils drawn from ongoing pupil tracking records and the progression document to inform 'prior learning' at the beginning of each unit of work to guide our planning and teaching;
- Adjusting planning and teaching within units in response to pupils' performance;
- Use of ongoing teacher assessment in order to identify gaps in attainment and at the end of each full term using this information to judge each child's attainment against year group expectations;

- Use of information gained from statutory and internal school tests. Analysis is done at both a quantitative and qualitative level. Information gained is used to identify the group's and individual's strengths and areas for improvement and also to determine which strategies or methods are particularly effective in respect of specific areas of mathematics (the how and why).
 - Year 4 pupils are tested on their knowledge of multiplication facts in a statutory 25-question assessment - the Multiplication Tables Check (MTC). This takes place in June of each year and results are returned to school by the end of the month.
 - Pupils in the Early Years Foundation Stage (EYFS) are assessed against the Early Learning Goals.
 - Year 6 undertake SATs examinations in May each year.

10 Resources

There is a range of resources to support the teaching of mathematics across the school. Each class teacher has everyday mathematical resources within their classrooms. There are central resources available to all which are stored on the KSI corridor. Each year group following 'White Rose Maths' scheme of work has the relevant resources for their class.

11 Monitoring and review

Monitoring of the standards of children's work and of the quality of teaching in mathematics is the responsibility of the head teacher, SLT and mathematics co-ordinator. The work of the mathematics co-ordinator 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.

The SLT undertakes lesson observations of mathematics teaching across the school as part of performance management, and with the mathematics co-ordinator reviews samples of children's work.

12 Reporting to parents

Detailed reports are completed before the end of the summer term and parents are given opportunity to discuss their child's progress at parents' evenings.

Data from statutory assessments is given to parents alongside the annual pupil report.

13 Homework

See homework policy.

14 Marking and Feedback

See Marking and Feedback Policy