



'Whatever you do, do it for the glory of God.'

Mathematics Policy

Approved by the Teaching and Learning Committee on 28th February 2024
To be reviewed in Spring 2027.

The purpose of Mathematics at St Simon's Catholic Primary School is to assist in the fulfilment of the school's Vision and Mission statement. It is our aim that each child will **STRIVE** to be the very best that they can be to reach their full potential, which will be realised both for the glory of God and the service of others.

The Mathematics curriculum at St Simon's Catholic Primary school has been planned rigorously and carefully to support the school's key learning aims and includes the National Curriculum 2014 objectives.

In Mathematics we aim to ensure:

- Pupils become **fluent** in the fundamentals of mathematics, including numeracy, geometry, measurement, algebra, statistics, ratio and proportion.
- Pupils can **reason mathematically** by following a line of enquiry, establishing relationships and making generalisations as well as justifying their ideas using mathematical language with progressive precision.
- Pupils can **solve problems** by applying their mathematics to a variety of problems with increasing sophistication, including breaking down problems into a series of simpler steps and **resiliently** seeking solutions when problems have been presented in new ways.

National Curriculum:

The statutory content for Mathematics within the National Curriculum (2014) has been mapped into the school curriculum plan for each year group. The curriculum plan has been created to ensure that children make a smooth transition from concrete, to pictorial and then to abstract representations. This aims to foster a deeper understanding of the maths being learned. Teachers plan for each pupil within their class, adapting their planning and delivery in lessons to ensure that the needs of all pupils are met.

EYFS follow the 'Master the Curriculum' scheme from FS1 to FS2. This introduces pupils to the key Mathematical principles highlighted in the Early Years Framework. 'Master the Curriculum' provides resources which allow pupils to be taught through a progression of concrete, abstract and pictorial Mathematical representations. This ensures all pupils are prepared for transitioning to learning in Key Stage One.

Beginning in Key Stage One, pupils follow the White Rose Hub scheme, in line with the National Curriculum for each year group.

Planning:

- **Medium Term plans**

These are provided for each year group – using the White Rose materials. Teachers are expected to modify this planning according to the needs of their pupils so long as all areas are sufficiently covered before the end of each academic year. This is used alongside the Calculation policy, Progression of skills document and supplemented with NCETM resources. Staff are expected to use all resources to design their own lessons which meet the needs of their pupils. Lessons are planned to ensure that all pupils receive high quality input on a singular unit of work while resources and adult intervention are adapted to support the needs of each individual.

- **Weekly plans**

Staff identify the Maths objectives to be taught each day on their weekly planning. Objectives are taken from the National Curriculum, in line with the planning provided by the White Rose Hub Scheme.

Teaching:

Maths is to be taught 4 times a week alongside 1 Big Maths (mental arithmetic) lesson in both Key Stages. In addition, pupils in KS2 are also tested on their times tables each week.

Assessment:

The school's assessment policy supports ongoing, daily informal assessment and is used to inform planning, regrouping and any necessary intervention or extension. Accurate assessment records are maintained through the system Arbor, which the Senior Leadership Team use three times per year to monitor and review the progress of all pupils. Teachers complete pre and post unit assessments using White Rose Resources to support teacher assessment. Teachers deliver PUMA tests three times a year, prior to holding pupil progress meetings with team leaders. It is our aim that all pupils have a very clear understanding of their next steps in order to improve further.

Calculation:

See separate calculation policy.

Progression of Skills:

See separate Progression of Skills policy.

Marking:

See separate response and feedback policy.

Homework:**Foundation Stage**

Homework is set using tasks on Education city. Two mathematics tasks are set on a weekly basis. The class teacher is responsible for assessing the results of the homework tasks set.

Key Stage One and Two

Homework is set using White Rose Hub Homework textbooks which are in line with the White Rose Scheme of work. Teachers select homework tasks which support the work pupils have completed in class that week. Teachers mark work on a weekly basis, allowing them to identify any gaps in understanding and to support pupils accordingly with follow up lessons or group interventions.