Joseph's Catholic Primary School **Maths Policy**	April 2025

St Joseph's Catholic Academy

Mathematics Policy Reviewed: June 2025 Next Review: June 2027

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STATEMENT OF INTENT

At St Joseph's Catholic Academy, we believe that our Maths curriculum fosters enthusiastic, confident, and articulate mathematicians. We aim to provide all children with the skills and knowledge they need to thrive in school and beyond. Our curriculum is ambitious and connected, enabling children to develop transferable skills and see meaningful patterns between mathematics and everyday life. We promote problem-solving, reasoning, and fluency as the foundation of our approach.

Children explore mathematical ideas in depth, supported by a wide range of concrete, pictorial, and abstract resources. Vocabulary and reasoning are central, with pupils encouraged to 'Talk like a Mathematician' and explain their thinking clearly. We foster a culture of high expectations, resilience, and positive attitudes, where mistakes are valued as part of the learning journey.

Our teaching is underpinned by:

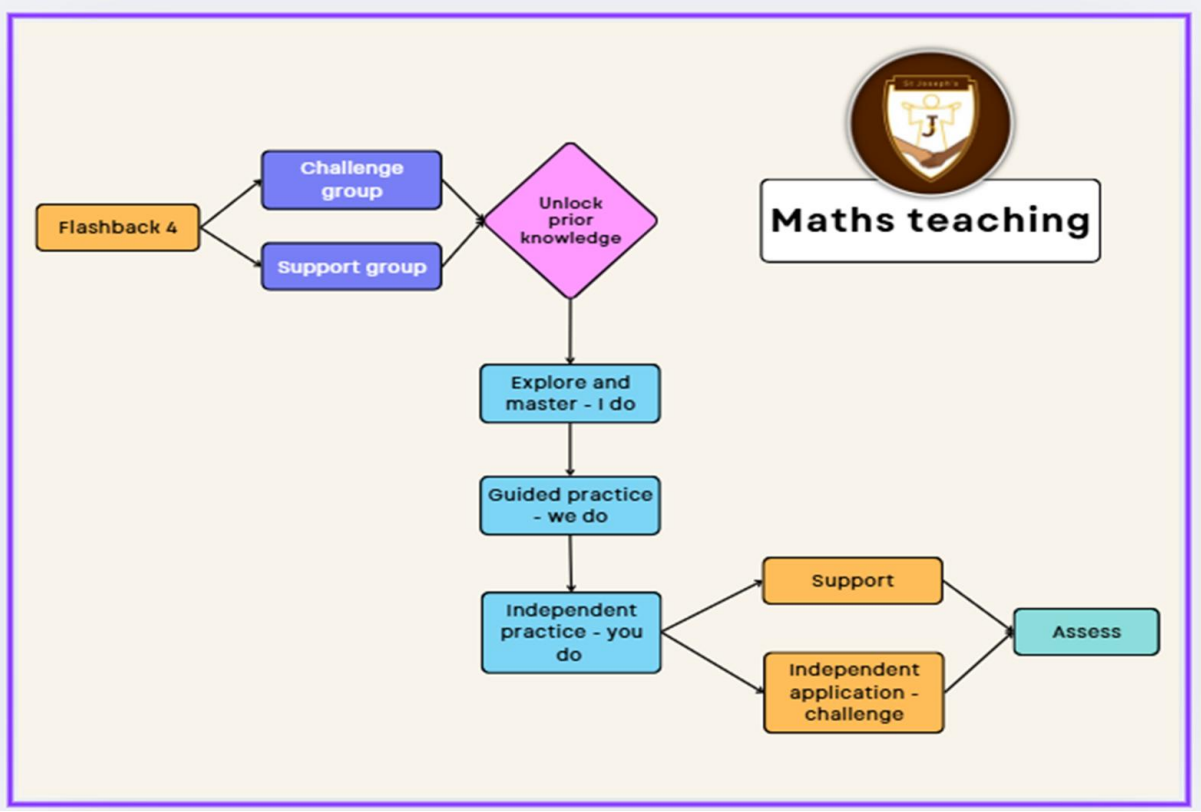
- High expectations and a mastery approach
- Development of fluency
- Emphasis on reasoning
- A strong focus on problem solving

All children are supported to secure a long-term, adaptable understanding of mathematics. Rapid graspers are extended through deeper challenges; others consolidate their learning through varied, targeted practice.

We intend for all pupils to:

- Become fluent in mathematical fundamentals through regular, varied practice.
- Reason mathematically by exploring patterns, relationships, and justifications.
- Solve problems in diverse contexts, breaking down complex ideas and persevering in finding solutions.

IMPLEMENTATION



Daily Maths Blasts/Flashbacks

Each session begins with a revisit session to develop and maintain fluency. These may include arithmetic, times tables, or problem-solving prompts. This time is also used for targeted pre-teaching to boost confidence ahead of new content.

White Rose Maths

Our curriculum follows the White Rose steps from EYFS to Year 6, aligning with the National Curriculum. Lessons are adapted to meet the needs of each class while maintaining full coverage. Topic links are made where appropriate.

Supporting Resources

To enhance fluency, reasoning and problem-solving, we use additional resources such as NCETM and NRICH.

Mastering Number is taught daily in FS2, Year 1 and 4

Concrete-Pictorial-Abstract (CPA) Approach

Children begin with concrete resources (e.g. Numicon, Base 10), progress to pictorial representations, and then abstract methods. This ensures a secure understanding before moving to mental strategies or symbolic notation.

Online Tools

- Times Tables Rock Stars is used across school to support multiplication fluency
- White Rose One Minute Maths

Cross-Curricular Links, Enrichment and Outdoor Learning

Maths is integrated into wider learning including Science and topic-based units. Teachers plan outdoor and real-life opportunities to apply maths practically such as :

- National Number Day celebrations
- House maths quizzes
- Enterprise events
- Real-world budgeting and planning tasks

Vocabulary-Rich Environment

We pre-teach and model mathematical vocabulary and use progressive stem sentences to support Maths talk. Pupils are expected to use precise language and explain their reasoning clearly, building their confidence and deepening understanding.

EYFS

In Early Years, pupils experience a rich mathematical environment through planned play and adult-led sessions. The focus is on deepening understanding of number,

pattern, shape and space through exploration and discussion. Children have a daily whole class Mastering Number session.

IMPACT: ASSESSMENT AND REPORTING

Formative Assessment

Teachers assess learning continuously through questioning, observation, and pupils' responses. Pre- and post-unit assessments identify gaps and strengths. Daily assessment is addressed in the following lesson.

Summative Assessment

Termly NFER/SATS assessments track progress and inform discussions during Pupil Progress meetings.

Outcomes

- Pupils achieve Age-Related Expectations (ARE) or Greater Depth (GD)
- Gaps are addressed through timely interventions
- Mastery is evident when pupils can represent and apply knowledge flexibly and independently

Pupil Voice

Children demonstrate:

- Confidence and enthusiasm for maths
- An understanding of real-life applications
- Ability to use stem sentences and toolkits to explain their thinking
- That they can use a wide range of vocabulary effectively

MONITORING AND EVALUATION

The Maths Lead:

- Monitors teaching and learning through book scrutiny, lesson observations and pupil voice
- Supports staff with planning and assessment
- Analyses attainment and progress data

SLT reviews the impact of the policy regularly and ensures staff are supported to deliver high-quality maths teaching.

RESOURCES

Each classroom is equipped with age-appropriate resources to support the CPA approach. Additional resources (e.g., online tools, manipulatives) are available to support targeted interventions.

CPD AND STAFF DEVELOPMENT

Staff engage in ongoing professional development, including participation in Maths Hub mastery work groups and Mastering number networks. Self-evaluation and peer collaboration are encouraged to develop practice and improve pupil outcomes.

INCLUSION

All pupils, including those with SEND or EAL, are supported to access and achieve in maths. Adaptive teaching, scaffolds, and pre-teaching strategies are used to ensure inclusive provision.
