St Charles Catholic Primary School

Maths Policy

Designated Teacher for Maths: Jane Harris
Date Policy adopted by the SLT: Spring 2026
Date Policy to be reviewed: Autumn 2028

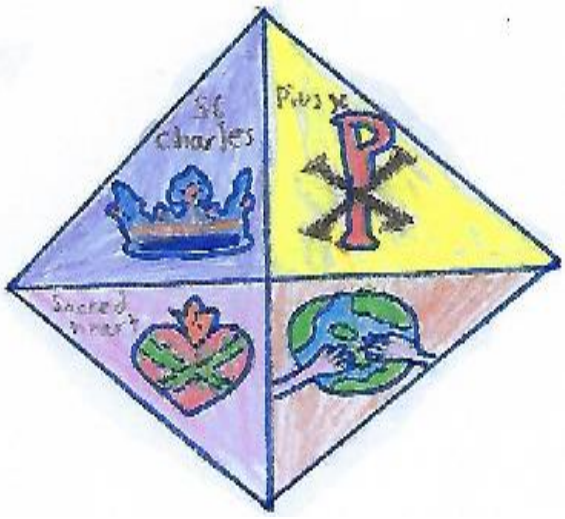
St Charles Catholic School Policy on

Maths

(See also Behaviour and Expectations Policy, PHSE Policy, Health and Safety Policy, Safeguarding and Child Protection Policy, SEN Policy and E-Safety Policy)

Our Mission Statement

Love God, Love your Neighbour



(Design by Claudia 5A - 2020)

Through God's love, and with guidance from the Holy Spirit, we, the Community of St Charles, share our Catholic faith together. We seek to nurture in our children an understanding of the importance of Christian values and a deep love and lifelong commitment to God.

We value the unique strengths and gifts of the children entrusted to us and strive to provide an excellent education, so that through our teaching the children may realise their full potential.

In partnership with our families, Governors and Parish, and inspired by our faith, we support the children of St Charles. We encourage them to shine, to have pride in their achievements, to show concern for others and contribute to society as responsible citizens.

Our Aims

To appreciate that we are all uniquely created and loved by God.

To deepen each child's understanding of the Catholic faith.

To nurture in the children an understanding of Christian values and how these help shape our lives and the lives of others.

To understand the importance of forgiveness and reconciliation.

To work in partnership with parents and Parish to create a Christian atmosphere enriched through prayer.

To provide an excellent education so children learn and achieve their potential.

To respect and care for one another in a happy, welcoming and nurturing community.

To ensure children care and respect others, develop an understanding of the world and contribute to society as responsible citizens.

What is Maths?

Mathematics is a creative and highly inter-connected discipline that has been developed over centuries, providing the solution to some of history's most intriguing problems. It is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment. A high-quality mathematics education therefore provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject.

Aims

The National Curriculum for mathematics (2014) aims to ensure that all pupils:

- Become **fluent** in the fundamentals of mathematics, through varied and frequent practise 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;
- Can **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.

St Charles Vision for Maths

At St Charles we aim for our children to develop a curiosity for and love of mathematics, recognising its importance in the wider world. We want them to be able to use their mathematical skills and knowledge confidently in their lives in a range of different contexts. We provide an engaging and challenging curriculum that allows our children to develop an appreciation of the beauty and power of mathematics whilst also encouraging resilience and perseverance when faced with mathematical challenges.

Cultural Capital

The maths curriculum aims to equip children with the knowledge, skills and values they need to succeed in all stages of their education and later life. For example; children will take part in inter-school competitions and attend workshops to develop and broaden their experiences and to encourage positive attitudes towards maths.

Learning Journey

In maths, the curriculum is planned and sequenced with knowledge and skills building on what has been taught before. Children embark on a learning journey which builds towards clear end points.

We aim to provide a rounded, inspiring and challenging curriculum for all pupils including those with SEND, the most disadvantaged and the most able, so that all can achieve highly and are ready for the next stage of their education.

Language
The 2014 National Curriculum is explicit in articulating the importance of pupils using the correct mathematical language as a central part of their learning. Suggested language structures accompany planning for each lesson. These build on one another systematically, which supports pupils in making links between and across strategies as they progress through primary school. New vocabulary is introduced in a suitable context (for example, with relevant real objects, manipulatives, pictures or diagrams) and explained precisely. High expectations of the mathematical language used are essential, with teachers modelling accurate mathematical vocabulary and expecting pupils' responses to include it in full sentences.
In addition to this, pupils are encouraged to not only be involved actively in answering questions; but also are encouraged to ask questions.

Memory
The maths curriculum is designed to help children know more and remember more. Through regular retrieval tasks and opportunities to make links between learning, children will commit learning to long term memory.

Special Educational Needs
The distinctive nature of Catholic education encourages teachers to support all individuals, support which strengthens and recognises the child as an important and responsible individual within the community of the school. Therefore we are committed to include all children in all aspects of school life. We do this by setting appropriate learning objectives and responding to each child's varying needs.

Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels. When progress falls significantly outside the expected range, the child may have special educational needs. To enable the child to learn more effectively, we look at a range of factors – classroom organisation, teaching materials, teaching and learning style, differentiation – so that all children make good progress. Where children participate in activities outside the classroom, we carry out a risk assessment prior to the activity to ensure that the activity is safe and appropriate for all pupils. We enable all children to play their unique roles in the building of God's Kingdom no matter how challenging their needs are and regardless of their perceived difficulties.

Protected Characteristics

The Equality Act 2010 aims to prevent discrimination. It is illegal to discriminate against people based on nine protected characteristics:

- Age
- Disability

- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- Sex
- sexual orientation

No form of discrimination is tolerated at St Charles Catholic Primary School, but it is particularly important that children are taught about these protected characteristic groups and the importance of showing respect to people within these groups. We address this in several ways, such as through our carefully timetabled assemblies that address respect and tolerance.
We also ensure that our curriculum is planned and delivered in order that children learn about these protected characteristics in an age-appropriate manner. We believe that children should be able to recognise themselves and their circumstances so they can see their lived experiences validated and valued.

Please refer to the SEN policy for further details on how this is promoted in school.

Provision
We teach mathematics to all children, whatever their ability or need. Throughout our mathematics teaching, we provide learning opportunities that enable pupils to make good progress.

i) Early Years Foundation Stage (EYFS)
In the Foundation Stage, children are given the opportunity to develop their understanding of number and numerical pattern through a combination of short, formal teaching sessions as well as a range of planned structured play and child led activities, where there is plenty of scope for exploration. Learning opportunities for mathematics are planned for both inside and outside the classroom, and these link where possible to the weekly learning intentions as well as the children's interests. Mathematics learning in the EYFS forms the foundation for children's future mathematical learning in KS1 and beyond.

In the Nursery, there are whole class and small group sessions and this is supported by linked independent and guided activities. Wherever possible cross curricular links are made.

Reception have a daily maths lesson which may vary in length according to the needs of the pupils. In addition, they take part in regular Mastering Number sessions each week to build their number sense.

ii) Key Stage 1 & Key Stage 2
All Key Stage 1 and 2 classes have a daily maths lesson of approximately 1 hour. There may be

occasions when it is more appropriate for Key Stage 1 sessions to be 45 minutes, or Key Stage 2 sessions to take over one hour.
These lessons also include time spent on mental mathematics and arithmetic.

From Reception to Year 2, pupils follow the Mastering Number programme in addition to their daily maths lesson. This aims to secure firm foundations in the development of good number sense for all children. Each session lasts between 10-15 minutes and occurs 3-4 times weekly and includes all children.

Years 4 and 5 follow the Mastering Number programme for KS2 in addition to their daily maths lesson. The aim of this programme is to develop fluency in multiplication and division facts and confidence and flexibility with number. Each session lasts between 10-15 minutes and occurs 3-4 times weekly and includes all children.

Planning

Pupils in Nursery are taught maths across the areas of learning outlined in the EYFS framework. Staff supplement this with resources from Master the Curriculum which provides a variety of planning opportunities to develop pupils' mathematical knowledge, understanding and skills through play activities and direct teaching.

Year groups from Reception to Year 5 follow the Mathematics Mastery programme. Teachers use the planning that is provided and are careful to adapt this to suit the unique needs of their pupils. Year 6 follow the framework based upon Mathematics Mastery which recommends when to teach different topics throughout the year, but resources and planning come from a variety of sources.

For the Mastering Number programme, teachers use the planning documents provided by NCETM to support the delivery of short, focused sessions.

Planning is uploaded electronically to the G Drive each week, where it is monitored by the Maths Subject Leader and the SLT.

Assessment
Assessment is regarded as an integral part of teaching and learning and is a continuous process. Formative assessment for learning occurs throughout the entire maths lesson, enabling teachers to adjust their teaching/input to address the needs of the children.
Teachers assess children through:

- Regular marking of work
- Mini plenaries/quizzes
- Mathematics Mastery pre and post unit diagnostic quizzes
- Analysing errors and picking up on misconceptions
- Asking questions and listening to answers
- Facilitating and listening to discussions
- Making observations

Each term children complete an assessment based on their recent learning. The results of these assessments are used as evidence that children have met objectives and also to inform future planning. To aid the teachers in deciding where the child should be assessed and to help

fully assess each aspect of the curriculum, assessment tasks are used alongside informal assessment strategies. These are drawn from either Mathematics Mastery Termly Assessments or White Rose Progress Checks or a combination of both.

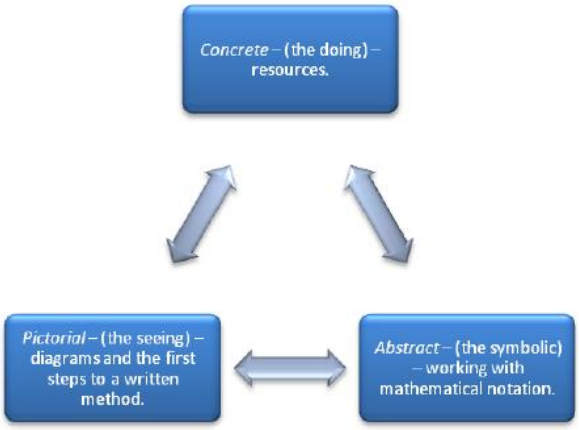
National Curriculum tests are used at the end of KS2 and optionally at the end of KS1; teachers also use past and sample papers to inform their assessments as they prepare pupils for these assessments.
All children in Year 4 complete the 'Multiplication Check Test' in the summer term.
Within the EYFS all children are assessed against the Early Learning Goals at the end of Reception.

Regular moderation sessions are held across year groups and with other local schools. This helps to ensure accuracy in assessments. Teachers talk through the progress of their pupils at termly pupil progress meetings: this ensures targeted support can be given to those who need it.

Pupil progress meetings are held termly and attended by the Assessment Co-ordinator and SENDCO. From these discussions and classroom practice, children who need additional support are identified. Wherever possible these gaps are addressed and closed through Quality First Teaching and the use and direction of adults in the classroom. Additional interventions are provided as required.

Concrete – Pictoral – Abstract (CPA)

When new concepts are to be introduced, all three approaches to learning should be used. Jerome Bruner reminds us that these three representations are needed for pupils to learn and he notes how these are not age-dependent.



All three concepts do not need to be evident in all lessons; however when new concepts are introduced, the children need an opportunity to explore this using concrete manipulatives first, then use pictorial representations before exploring this as the abstract, no matter what year group they are in.
This then builds solid foundations for them to work from.

The Teaching of Calculations
The teaching of the four operations is to follow St Charles calculations policy (appendix). Please refer to this for more detail. Here it explains that initially children are to be introduced to the four operations through the use of resources (concrete manipulatives). Once they are confident with exploring the operation with resources, they are to be introduced to the first stages of the written method - this shows the method in a pictorial form helping the children to understand this further. After this the children are to work with the abstract form. For

addition, subtraction and multiplication, this is the column method and for division the children are to use short division and then long division.

Recording
Each lesson, children should have evidence of their learning within their book to show the current attainment they are working at; this will also allow progression to be seen. When working with the pictorial and abstract, recording can occur through written work within their book. When completing tasks, children need to be encouraged to show their working-out thus helping the teacher to identify any misconceptions. When working with the concrete, where not much pictorial or abstract work has occurred to show their understanding, the evidence may come from photographs.

Mental Arithmetic
Mental arithmetic occurs at various stages in every lesson. The content can be an opportunity to recap learning from the week before, tackle any class weaknesses or cover learning objectives which the class are strong at, which may not need a whole lesson devoted to them.

Mental arithmetic activities should involve the whole class and open questions/tasks are a good way to do this. Ideas which you could use include 'which is the odd one out?', 'and another one' and 'give me a question where …'.

Marking
The main purpose of our marking policy is to ensure that as children progress through the school they benefit from constructive guidance and next step questioning to challenge and consolidate their learning further. Each Key Stage has a clear marking scheme, which is shared with the children verbally and a copy placed in the classroom for both pupils and teachers to refer to.

Use of Computing
Computing can support and enhance the teaching of mathematics significantly. Teachers use software to present information visually, dynamically and interactively, enabling pupils in finding additional ways to understand concepts.

Staff receive training to effectively use a variety of programmes on the computer in order to support their teaching and enhance the children's learning.

We have 2 class sets of Chromebooks that are available for use in addition to the computer suite, which is equipped with 30 PCs. Timetable slots are available each week and teachers endeavour to incorporate maths across the curriculum.

Homework
Maths homework is set for children in Years 1-6 each week.

Homework provides opportunities for children to: practise and consolidate their skills and knowledge; develop and extend their techniques and strategies; and prepare for their future learning through out of class activities and homework.

Homework activities are varied and interesting so that the children are motivated; the tasks often compliment the area of Maths being taught that week.

There are useful websites listed on the school website where children can access number facts and games at home. In addition, children from Reception – Year 6 have access to TT Rockstars where they can practise their times tables.

Parental Involvement
At St Charles we recognise the importance of both parents and teachers working together to support a child's progress.

- Parents/carers have the opportunity to meet with the child's class teacher at least twice a year at Parent Consultation Meetings and receive a written report at the end of the academic year.
- Parents/carers are encouraged to speak to their child's teacher at any point during the year, either informally or by making a specific appointment to discuss anything to further support them at home.
- Information about their child's standards, achievements and future targets in Maths are shared with parents/carers at these times and also ways that parents/carers may be able to assist with their child's learning.
- Parents/carers are encouraged to support their children with homework.
- Workshops for parents are held focusing on different areas of maths.
- The Year 6 teacher annually holds a SATs Parent's meeting to inform and discuss the SATs tests in maths.
- The Year 4 teacher annually holds a meeting to inform parents about how best to support their child in preparation for the Multiplication Table Check
- To help support parents in knowing what their children are learning about, information about the curriculum is to be sent home on the termly curriculum letters. These can also be found on the school's website.

Consistent Approaches
We endeavour to provide a consistent approach to maths across the school in order to develop deeper understanding for pupils. Some examples of a consistent approach we use are:

- Place value – units are to be called ones with a letter O to be written as the column heading. For the tenths, hundredths etc. the headings are to be written as a fraction.
- Zero – zero is to be referred to as zero or nought, not 'oh'.

- Negative numbers – these are to be referred to as negative or minus numbers, but when a negative number is stated, it is to be called minus … e.g. minus 1.

Health and Safety
All pupils and staff will be regularly reminded of the importance of a careful and thoughtful approach to the study of maths. Clear instructions will be given to pupils to minimize any risk. Risk assessments and relevant information regarding safety will be available to all staff.

Further reference should be made to the schools Health & Safety Policy.

Appendices

Appendix 1 – Calculations Policy