

Mathematics Teaching Policy



MISSION STATEMENT

“Let your words teach and your actions speak.”

Our Mission is to educate children in the spirit of the Gospel values and the traditions of the Catholic Church, nurturing the talents and potential of everyone. By placing Christ at the Centre of all we do, we embrace our core Catholic virtues of gentleness, forgiveness, and honesty. We witness the ‘sacred grandeur’ in each individual, treat each other with dignity and we serve each other. It allows us to raise our children within our Catholic faith and raise the citizens of the future who respect and love the world we live in. To fulfil the Church’s mission to evangelise and make Christ known to all, St. Anthony’s Catholic Primary School is committed to:

- providing an education with Christ at the Centre and a strong sense of Catholic identity meeting the spiritual needs of all;
- being a welcoming, compassionate community, where all are equally loved and valued for who they are;
- being an affirming, challenging educational community committed to the search for excellence for all;
- working together as a family community, and with the Diocese of Leeds, to ensure the best possible Catholic education for our young people;
- working in partnership with other local schools, education providers and stakeholders in order to enhance the quality of provision for all;
- living out the social teaching of the Church, and thereby promote community cohesion;
- contributing in joyful hope to the creation of a society which is highly educated, skilled, fundamentally loving and generous.

This policy was reviewed in: September 2025

Review date: September 2027

RATIONALE

Mathematics is a tool for everyday life. It is a whole network of concepts and relationships which provide a way of viewing and making sense of the world. It is used to analyse and communicate information and ideas and to tackle a range of practical tasks and real life problems. It also provides the materials and means for creating new imaginative worlds to explore.

Our aim to develop:

- *a positive attitude towards mathematics and an awareness of the fascination of mathematics*
- *competence and confidence in mathematical knowledge, concepts and skills*
- *an ability to solve problems, to reason and to think logically and to work systematically and accurately*
- *initiative and an ability to work both independently and in cooperation with others*
- *an ability to communicate mathematically*
- *an ability to use and apply mathematics across the curriculum and in real life*
- *an understanding of mathematics through a process of enquiry and experiment*

Programmes of study are taught through careful planning and preparation to ensure that throughout the school children are given opportunities for:

- practical activities and mathematical games
- problem solving
- individual, group and whole class discussions and activities
- open and closed tasks
- a range of methods of calculating e.g. mental, pencil and paper
- working with computers as a mathematical tool

CROSS-CURRICULAR ISSUES

Throughout the whole curriculum opportunities exist to extend and promote mathematics. Teachers seek to take advantage of all opportunities, particularly in Science, PE, History, Geography and PSHE.

TEACHERS' PLANNING AND ORGANISATION

Each class teacher is responsible for the mathematics in their class in consultation with and guidance from the mathematics coordinator.

The approach to the teaching of mathematics within the school is based on these key principles:

- **Developing Fluency, reasoning and problem solving** (the 3 aims of the NC) through the use of the White Rose Hub maths scheme to ensure a consistent approach across the school.
- A mathematics lesson every day
- A focus on the use of manipulatives throughout the school, developing the CPA approach.
- A clear focus on direct instructional teaching and interactive oral work.
- An emphasis on mental calculation
- An emphasis on Reasoning and Problem Solving
- A daily times tables practise session with a weekly times tables test

Each class teacher organises a daily lesson of between 45 minutes and 60 minutes for mathematics in KS1 and KS2. Lessons are planned using the White Rose Hub scheme of work and can be adapted to meet the needs of all learners. Lessons are monitored by the Mathematics leader and SLT each term.

Teachers of the Reception class base their teaching on the EYFS objectives, using White Rose Hub. This ensures that they are working towards the Mathematics Early Learning Goal. Towards the end of Reception teachers aim to draw the elements of a daily maths lesson together so that by the time children move into Year 1 they are familiar with a 45 minute lesson.

ICT

In order to enhance the teaching of and learning of Mathematics, teachers make use of emerging technologies e.g. interactive whiteboard, interactive maths programs, use of the school's website, purple mash and other online resources which extends and consolidates the children's learning.

SPECIAL EDUCATIONAL NEEDS & DISABILITIES (SEND)

Children with SEND are taught within the daily mathematics lesson and are encouraged and expected to take part when and where possible (please see the section on differentiation).

Where applicable children's Individual Education Plan (IEPs sometimes known as SSPs) incorporate suitable objectives and teachers keep these objectives in mind when planning work.

When additional support staff are available to support groups or individual children they work collaboratively with the class teacher. Within the daily mathematics lesson teachers not only provide activities to support and challenge children who find mathematics difficult but also activities that provide appropriate challenges for children who are high achievers in mathematics.

EQUAL OPPORTUNITIES

We incorporate mathematics into a wide range of cross-curricular subjects and seek to take advantage of multi-cultural aspects of mathematics.

In the daily mathematics lessons we support children with English as an additional language in a variety of ways e.g. repeating instructions, speaking clearly, emphasising key words, using picture cues, playing mathematical games, encouraging children to join in counting, chanting, showing fingers games, rhymes etc.

PUPILS RECORDS OF THEIR WORK

There are occasions when it is both quick and convenient to carry out written calculations. It is also important to record aspects of mathematical investigations (through photographic evidence). Children are taught a variety of methods for recording their work and they are encouraged and helped to use the most appropriate and convenient method of recording. Children are encouraged to use mental strategies where possible before resorting to a written algorithm.

See the maths calculation policies for further guidance.

Exercise Books for Recording

It is school policy that the following is used:

- Y1 White Rose Maths Booklet as well as 2cm squared exercise book (Red)
- Y2-Y6 1cm squared exercise book (Red)

All children are encouraged to work neatly when recording and take pride in their work. When using squares one square should be used for each digit. When involved in routine practice of calculations the children are encouraged to fold a page in half creating two columns for answers.

MARKING AND FEEDBACK

The quality of marking is crucial. The marking scheme is used to promote understanding of what is correct, related to the Learning Objective (LO). Children understand that if an LO has been highlighted yellow then they have achieved that objective. Green highlighter is used to highlight work which needs correcting or as an extension task if needed. It is expected that incorrect work highlighted in green will be corrected by the pupil and then remarked.

The children themselves can mark exercises which involve routine practice, with support and guidance from the teacher. Children in Y6 are encouraged to check computational exercises with a calculator when appropriate. This can foster independence in the children, who can seek help if they are unable to locate and correct their errors.

See separate Marking Policy

ASSESSMENT AND RECORD KEEPING

Foundation Stage pupils (Reception) are assessed against EYFS ages and stages and ELGs. Teachers are expected to make regular assessments of each child's progress and to record these systematically. The following is the school policy for assessment in mathematics:

Summative Assessment

Teachers use end of unit tests at the end of each unit to help assess children's learning and understanding of mathematics.

Formative Assessment

Pupils are assessed informally and formally over each half term and progression is assessed using Arbor. Arbor should be completed on a termly basis, inline with the School's Assessment Policy.

Tracking Assessments

Using both formative and summative assessments, teachers make a judgement against the National Curriculum descriptors. These judgements are moderated and recorded on the school's tracking system Arbor.

REPORTING TO PARENTS

Parents are invited to Parents Evenings twice a year to discuss their child's mathematical attainment. An end of year report is sent home in July. Parents are given the opportunity to discuss their child's progress on 3 separate occasions.

Teachers use the information gathered from their assessments (both formative and summative) to help them comment on individual children's progress.

ADAPTATIONS

This should always be incorporated into all mathematics lessons even though we are teaching for mastery. This can be done in a variety of ways:

- Stepped Activities which become more difficult and demanding
- Common Tasks which are open ended activities/investigations where differentiation is by outcome.

- Resourcing which provides a variety of resources depending on abilities e.g. Base ten, counters, cubes, 100 squares, number lines, mirrors.
- The use of a TA to work with particular children/ groups of children (SEND, Greater Depth etc)
- Objectives should if necessary be differentiated.

MONITORING AND EVALUATION

The SLT (including the Mathematica Leader) monitor and evaluate the quality and standards of mathematics throughout the school. This is done through the scrutiny of books, planning, lesson observations, pupil interviews and through analysing children's progress.

The Academy Trust also monitor the standards of mathematics at the school during regular Standards Review days.

STAFFING AND RESOURCES

Practical Resources

All teachers should organise an area within the classroom dedicated to mathematics resources. This area is easily accessible to all children and allows them to become familiar with all resources.

Display

Each classroom must have a maths working wall. This should be updated on a weekly/daily basis to reflect the learning. It should display the lesson objectives and examples of maths to aid children in their learning.

Subject Knowledge of Adults

All adults are expected to have adequate subject knowledge in relation to the year group they are teaching. Every adult in school is required to be proficient and keep up to date with the latest approaches to the curriculum and teaching.

HOMEWORK

It is school policy to provide parents and carers with opportunities to work with their children at home. These activities may only be brief, but are valuable in promoting children's learning in mathematics. Activities are sent home on a regular basis.

Author	SC
Date agreed	September 25
Agreement level	Staff
Review date	September 27