

St. Peter's Catholic Primary School



Mathematics Policy

Date: May 2024

Review Date: May 2026

At St. Peter's Catholic Primary School, Jesus Christ and the Gospel values are at the centre of all of our teaching and relationships with children.

Introduction

At St Peter's Catholic Primary School our overarching intent is to instil a love of a mathematics in our children and staff; we want our children to be life-long mathematicians and to understand how mathematics is essential to everyday life and that it is critical to science, technology, engineering and finance. Through developing children's curiosity and gaining an appreciation of the beauty and power of mathematics, we want all children to enjoy the subject and to experience success. In our teaching and learning, we understand the importance of metacognition and developing self-regulation in children to become independent learners. We want to have a school culture where the children (and staff) understand that mistakes help us learn and we should not be afraid of getting things wrong. To embed this further, we regularly give the children the opportunity to self-mark and reflect; this allows the children to have a feeling of success as well as developing their resilience and perseverance.

Children at St. Peter's Catholic Primary school, in line with national curriculum, will:

- explore maths in depth, using mathematical vocabulary to reason and explain their workings
- use a wide range of mathematical resources and are taught to show their workings in a concrete, pictorial and abstract form wherever suitable
- be taught to explain their choice of methods and develop their mathematical reasoning skills
- will use resilience, be adaptable and accept that struggle is often a necessary step in learning.

Subject organisation, lesson structure and planning

- In EYFS, Maths is taught using the Mastering Number curriculum. This is supplemented with White Rose lessons throughout the year to recap previous learning.
- In Key Stage 1 and 2, Staff use Power Maths supplemented by White Rose Maths Schemes of Learning as a starting point in order to develop a coherent and comprehensive conceptual pathway through the mathematics.
- The focus is on the whole class progressing together.
- Learning is broken down into small, connected steps, building from what pupils already know.
- Opportunities for extra fluency practice (instant recall of key facts, such as number bonds, times tables, division facts, addition and subtraction facts) should be provided outside mathematics lessons (morning starters or post lunch).

Resources used in lessons

We have sufficient resources available to aid and support the teaching of all units and topics taught, throughout the year groups. These include manipulatives such as: counters, tens frames, numicon, Rekenreks, multilink, small counting objects, place value counters and dienes (base 10 equipment).

When needed, additional resources are purchased by the maths co-ordinator in accordance with the school ordering policy and procedure. All staff may request or suggest resources they feel would be useful for a maths topic.

Books for recording

In years 1 -6, children use Power Maths books as well as their blue exercise books for recording, Blue Maths Books are used for pre-teaching, extra recap lessons, lessons which require more space for workings and extension challenges.

Marking

Please see separate marking and feedback policy. Children are encouraged to use a pink pencil or pen to edit errors in their work.

Pupil Assessment

- Teacher assessments are entered each term and closely analysed by the subject leader and Senior Leadership Team.
- *Class teachers are responsible for monitoring and evaluating the progress of their pupils'.*
- In EYFS, children are regularly assessed against small steps being taught and their understanding is recorded on checklists.
- In Key Stages 1 and 2, learning recorded in books is live marked where possible so instant feedback can be given and children's recorded thinking can be assessed within the lesson.
- The previous year groups White Rose block assessment is undertaken at the start of a related Power Maths unit. At the end of the Power Maths unit, the children undertake their current year group's White Rose block assessment. This is used alongside learning in lesson times to inform teacher assessments.
- In Year 2, the quick recall of a variety of addition facts is being tracked. This is undertaken and updated each term. Facts known by heart which are instantly recalled are ticked. The use of fingers or pausing is noted on the recording grid. This is a new system and will be implemented in Year 1 from the summer of 2024.
- In Lower Key Stage 2, the quick recall of times tables is monitored through weekly learning and practising. Children practise times tables in a set order and are assessed during times table

booklet challenges and their independent practising on iPads on programmes such as Times Table Rockstars and Purple Mash.

- In Upper Key Stage 2, children focus on applying their number fact knowledge by having extra modelling and practice of arithmetic style questions.
- In Years 1 – 6, each term, children are assessed using an arithmetic and reasoning paper. In Years 1-5, this is the White Rose termly progress check papers. In Year 6, this may be an old SATS paper.

Role of the Subject Leader

- To take the lead in policy development.
- To support colleagues.
- To monitor progress in Maths- e.g. leading staff CPD, studying of work, analysis of formal data assessments.
- To take responsibility for the choice, purchase and organisation of central resources for Maths, in consultations with colleagues.
- To liaise with other members of staff to form a coherent and progressive scheme of work, which ensures both experiences of, and capability in, Maths
- To be familiar with current thinking concerning the teaching of Maths and to disseminate information to colleagues.
- The co-ordinator will be responsible to the Head teacher and will liaise with the named link Governors.

Home School Link

We consider the relationship with parents to be an important factor *in a pupil's success in learning*. We encourage parents and children to practise recalling their number bonds and times table facts at home.

- Children have access to the websites Numbots and Times table Rockstars as a couple of ways they can do this.
- Active learning maths ideas are added to the webpage each week for further recapping and learning at home.
- Parents are updated in parents evening meetings and in their end of year report about their *child's attainment and progress in maths*.