St Paul's
C of E Primary School

A place to belong

Maths Policy Overview

Chair of Governors Approval:	**Tom Mitchell**
Headteacher Approval:	**Christie Clarke**
Member of Staff Responsible:	**Sandra Evans**
Reviewing Committee:	**Curriculum**
Effective Date of Use:	**March 2026**
Term of next review:	**Spring 2027**
Statutory / Non Statutory:	**Non Statutory**

St Paul's C of E Primary School

A Place to Belong

Our Christian Vision

Our school is a family where everyone feels safe, happy and valued, and is supported to achieve their full potential.

We will develop compassionate and caring individuals who depend on one another, are highly motivated, and have a life-long love of learning in preparation for the future.

Our Core Values

All that we do is underpinned by the core Christian values of *Family (Koinonia), Compassion, Perseverance and Forgiveness*

"Though we are many, we form one body, all joined together as members of the whole. We each have different gifts, according to the grace given to each of us. We must use them wisely."
Romans 12:5-8

Maths Policy Overview

Maths Aims

We aim that all pupils:

- Become **fluent** in the fundamentals of mathematics so that they develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- Can **solve** problems by applying their mathematics to a variety of problems with increasing sophistication, including in unfamiliar contexts and to model real-life scenarios.
- Can **reason** mathematically by following a line of enquiry, and develop and present a justification, argument or proof using mathematical language.

In order to do this we will:

- promote enjoyment and enthusiasm for learning through practical activity, exploration and discussion;
- promote confidence and competence with numbers and the number system;
- develop mathematical skills and knowledge and quick recall of basic facts in line with National Curriculum recommendations;
- develop the ability to solve problems through decision-making and reasoning in a range of contexts;
- develop a practical understanding of the ways in which information is gathered and presented;
- explore features of shape and space, and develop measuring skills in a range of contexts;
- understand the importance of mathematics in everyday life.
- use manipulatives to aid the development and learning of the children in mathematics.
- use CPA (Concrete, Pictorial and Abstract) approach to developing mathematical skills.

Mathematics Curriculum Planning

Mathematics is a core subject in the National Curriculum, and we use the White Rose scheme of learning as the basis for implementing the statutory requirements of the programme of study for mathematics.

We carry out the curriculum planning in mathematics in line with the structures and recommendations outlined in the National Curriculum. Our medium term plans list the specific learning objectives for each lesson, in small steps, and give details of how the lessons are to be taught.

The head teacher, phase leaders and mathematics subject leader are responsible for monitoring the mathematics planning within our school.

Work undertaken within the Foundation Stage is guided by the requirements and recommendations set out in the Early Years Foundation Stage document.

Teaching

- There is an expectation that all pupils are capable of achieving age related expectations. In lessons children will all have access to an age-related curriculum. Differentiation will be addressed through the level of support they receive and the level of depth their tasks are pitched at.

- The large majority of pupils progress through the curriculum content at broadly the same rate. Pupils who grasp concepts more rapidly will be extended by going into greater depth on the age related objectives. Pupils who find specific concepts more difficult to grasp will be given extra support during lessons, as Same Day Interventions, or at a later stage as additional interventions.

- Early interventions are made to help all pupils keep up.

- To ensure no child is left behind in their learning, and pupils develop a genuine conceptual understanding of the topics covered, we teach in small steps, making sure all pupils are able to understand the content thoroughly before moving on. Adopting the White Rose Maths Scheme has enabled us to do this.

- More time is spent on each topic, to ensure a thorough understanding before moving on.

- In order to achieve mastery, pupils need to have procedural fluency. With this in mind all classes begin their maths lessons with practice of the four operations, using the skills they have previously learnt.

In Foundation Stage:

All children are given the opportunity to develop their understanding of mathematics. Lessons in the early years follow a similar approach and use concrete and pictorial representations to develop an understanding of mathematics. Children are encouraged to use, enjoy, explore, practice and talk confidently about mathematics using reasoning. The children are exposed to rich problems focused on early years development and use practical resources like Numicon, ten frames and other concrete material to master key concepts.

Structure of Maths Delivery

EYFS:

Daily count/subsitising
Fluency teaching/reasoning and problem solving opportunities
No timings are identified for EYFS as many opportunities for maths happen through structured play although it is expected that there is at least one planned activity for maths daily.

KS1:
Daily arithmetic - approx 10 minutes
Fluency/Problem solving - approx 50 minutes
Same Day Intervention (if required)

KS2:
Daily arithmetic – 20 minutes
Fluency/Problem solving – 50 minutes
Same Day Intervention (if required)

Times tables are practised twice per week/paper times table test once per week. Half termly baseline test is carried out to monitor progress.

Presentation.

Children at St Paul's are taught to take pride in their learning and that it is set out neatly. In maths;

- The date will be written as 10.09.24.
- Children should use 1 square per digit when writing numbers or calculations.
- Pencil must always be used in maths book, unless corrections are being made, in purple pen.
- Any colouring in must be done in crayon or pencil crayons. Felt tips must not be used in exercise books.
- Any mistakes will be crossed out with one straight line through the error.

Children are expected to keep their books neat and tidy.

Assessment and monitoring

Children are given oral and/or written feedback about their maths, in order to help them develop specific aspects of it further, aiding progression. Time must then be given for the children to respond to feedback and make any necessary corrections.

Summative:

All staff will assess children for Maths, entering data through DC Pro (our online tracking system), 4 times per year. White Rose assessments for Maths will be completed 3 times a year in Autumn, Spring and Summer.

Formative:

On a daily basis, teachers will highlight gaps in learning and ensure interventions are taking place to address these gaps.

Feedback to Parents:

General updates on a child's progress will be given to parents in a variety of forms including informal discussions with the class teacher at the end of the day, formal meetings if needed and an academic overview at parent-teacher interviews during the Autumn and Spring terms. Parents will also be provided with a written report about their child's progress during the Summer term every year. These will include information on pupils' attitudes towards Maths and their progress. An opportunity will be provided for parents to discuss this report with the relevant teachers.

Y4 Multiplication Tables Check outcomes will be shared with parents with the written report.

Y6 Maths SATs results will be shared with parents/carers alongside the written report.

Identification of children who are not making progress

This identification comes from three sources: the class teacher, the Maths Coordinator and / or the SENCO. Early interventions will be identified through formative assessments by the Class Teacher and SDI's (Same Day Intervention) will be used for plugging gaps as soon as possible. If further intervention is necessary these will be addressed during discussions with Phase Leaders during PPA sessions. Discussions will also take place in the form of Pupil Progress Meetings to determine any reason for a child/group failing to make sufficient progress following interventions already put in place by the Class Teacher.

Monitoring and review

The Maths Coordinator will also look for evidence of the progressive and challenging teaching of maths, resulting in pupil progress, through book looks, learning walks and lesson observations. Constructive feedback will then be provided to all members of staff.

This policy will be reviewed annually by the subject leader.

Any changes made to this policy will be communicated to all teaching staff.

Table of Changes

Review Date	Reason for Change
January 2026	How Y4 MTC and KS2 results are shared with parents added to **Feedback to Parents**.