OUR LADY IMMACULATE PRIMARY SCHOOL

At Our Lady Immaculate Catholic Primary School, we strive to thrive, by being ready, respectful and kind every day. We do our very best in all that we do, for the glory of Christ, knowing that:

"With God all things are possible"

Mathematics Policy

Date	Review Date	Coordinator
Autumn 2026	**Autumn 2029**	**Yve Chuck**

Headteacher:	Mrs Sophie Gibbs
Chair of Governing Body:	Miss Catherine Squires

ratified by FGB

Vision

The 2014 National Curriculum for mathematics aims to ensure that all children:

- Become fluent in the fundamentals of mathematics
- Are able to reason mathematically
- Can solve problems by applying their mathematics.

At Our Lady Immaculate, we strive to thrive in maths by being ready to learn, respect our peers and kind in the way we work with others to help us create confident learners who develop mastery in mathematics and can use this in real life situations.

This policy describes our values and philosophy in relation to meeting the needs of all mathematical learners at Our Lady Immaculate Catholic Primary School. It outlines the framework within which all staff work, and gives guidance on planning, teaching and assessment. It also lays out the progression of children's mathematical skills, as they work their way through the school. It is designed to describe how the school intends to meet the needs of mathematic learners of all ages in a way that is achievable for both staff and students.

This policy is intended to encourage a dynamic approach to the children's learning and focuses on using a variety of sources to achieve the best outcome. Children in Foundation Stage will follow the NCETM framework, using their freely available resources which will be complemented by NCETM supporting resources from Master The Curriculum to achieve their Early Learning Goals. From Y1 to Y6, the White Rose Maths Hub framework will be followed to ensure all National Curriculum objectives are met using supporting resources from Master The Curriculum. This intends to provide consistency for the children and helps them to build on their learning each year.

Long term planning (LTP) is taken from the White Rose maths hub overviews and their lesson overviews are used to inform medium term planning (MTP). The LTP is used as a guidance tool in order to pace out coverage of the curriculum throughout the year. Short term planning (STP) outlines the topic area /focus with specific learning objectives to be taught that week. These plans detail how the lessons are to be taught, including key vocabulary, representation, fluency, reasoning, problem solving and resources required.

These plans are monitored by the Maths Subject Leader and books are checked throughout the term complemented by drop-in maths lesson observations. Staff and child surveys are carried out on a termly basis with feedback considered and taken on board.

Teaching Aims

Our Lady Immaculate Catholic Primary School will endeavour to provide the highest possible quality of mathematical education. It will meet the requirements specified in

the National Curriculum Orders as well as ensuring that the children are encouraged to use their mathematics skills in subjects across the curriculum.

As a school, we have high expectations of all our pupils and aim to facilitate every child achieving age related expectations through good quality, dynamic teaching, regular CPD, high quality resources and pro-active intervention. The school offers a caring, supportive environment for children and staff to enable maximum progress.

Our 5 Key Aims are for our children to:

1. Have fluency with their age-related mathematical skills
2. Feel safe, supported and confident in their learning
3. Be independent learners and thinkers
4. Be critical thinkers and problem solvers
5. Be able to verbalise their thoughts and methods

As staff we aim to:

1. Be consistent and structured in our teaching
2. Be dynamic and adaptive to the needs of our classes
3. Create a caring and supportive environment for our learners
4. Be proactive and effective with our use of interventions
5. Be enthusiastic about teaching and learning mathematics

The distinct domains highlight the important areas of mathematics children need to learn to make effective progress. Through combining the national curriculum aims and the Maths hub principles our objectives are:

- A dedicated daily mathematics lesson is planned in each class in KS1 and KS2. In the Foundation Stage there will be a daily lesson, alongside opportunities for mathematical activities daily through continuous provision.
- Fluent in four is also used at least twice a week with evidence of this in children's maths books from Years 1-6
- Lessons are well structured, lively and delivered at a good pace.
- Lessons are planned to embed mathematical understanding through concrete, pictorial and abstract representation across a topic
- The foundations of mental calculation and recall of number facts are established thoroughly through weekly arithmetic and timestable practise sessions
- Teaching, questioning and level of support will be appropriately scaffolded to ensure the children are all working towards the same learning objective and are stretched and supported where necessary
- All children will be exposed to a range of fluency and problem-solving questions
- Children actively participate and are enthusiastic during their maths lessons. They will develop an appropriate mathematical vocabulary

(as modelled by the teachers) using guidance from the progressive vocabulary specified in the national curriculum
- Explicit links will be made to learning in other curriculum subjects

What we teach:

- Lessons should be structured with:
  a starter learning activity: re-cap of previous learning/ vocabulary
  a main teaching block for new learning: this should include scaffolding of mathematical methods, explicit teaching of vocabulary and (where possible) active engagement of the class through use of mini whiteboards or verbal contribution. This is also a chance to address misconceptions
  a practise session: children have the opportunity to independently practise their new learning either as a group, in pairs or individually whilst adults support those who need extra help
  marking and reviewing: to give children and teachers a chance to assess understanding and identify those who need extra support before the next lesson.
- Teachers use and expect pupils to use correct mathematical notation and vocabulary.
- Children are given a variety of mathematical approaches to solving problems. They are encouraged to develop their own mental strategies as well as learning standard methods.
- Learning Support Assistants are deployed effectively to support children's learning and teacher assessment
- Pupils are expected to present work carefully. Work in maths books is headed with the date, followed by the learning objective.
- The children are expected to gain a wide range of experiences with a variety of materials including IT.
- A high priority will be placed on children demonstrating reasoning and explaining their strategies.
- 'Times Table Rockstars' is used both in school and at home to increase timestable fluency
- Homework for all pupils is set in accordance with the Homework Policy
- Children will complete an assessment test on the topic(s) taught on a termly basis using the Cornerstones assessments

CALCULATION POLICIES

Staff at Our Lady Immaculate, follow White Rose Maths calculation policies that are in line with the National Curriculum.

Addition and Subtraction:
file:///E:/Addition%20and%20subtraction%20calculation%20policy%20(1).pdf

Multiplication and Division:
file:///E:/Multiplication%20and%20Division%20calculation%20policy%20(1).pdf

DIFFERENTIATION AND ACCESS TO THE CURRICULUM

Across the school, activities will be scaffolded to take account of the children's differing needs and abilities, to ensure all children have access to the mathematics curriculum at the appropriate standard. Children with special educational needs are supported to enable them to achieve the learning objective (see the Special Educational Needs Policy and the Equal Opportunities Policy for details.) Where necessary teachers will, in consultation with the Inclusion Manager and members of the SLT, draw up a programme of support for a child. If a child's needs are particularly severe, they will work on an individualised programme, written in consultation with the appropriate staff.

EQUAL OPPORTUNITIES

As a school we endeavour to maintain an awareness of, and to provide for equal opportunities for all our pupils in mathematics. We aim to take into account cultural background, gender and special needs, both in our teaching attitudes and in the published materials we use with our pupils.

DISPLAY

We recognise the importance of displays in the teaching and learning of mathematics. Every class has displays relevant to mathematical information appropriate to the age of the class. These may include number lines, number grids, vocabulary and other display materials that provide a visual support for the children's mental processes. In addition, each class has a "working wall" (ideally as part of their display) showing worked examples and mathematical vocabulary related to the topic currently being taught for children to actively refer to in lessons.

LEARNING SUPPORT ASSISTANTS

Time should be set aside prior to the maths lesson to discuss the learning objectives, main activities and the assistants' role in supporting the children and teacher. They can support a group of children; make observations and notes on focus children during the session; support an individual child and annotate work where help is given or mark work as it is completed to help identify children with errors or misconceptions. The class teacher has overall responsibility for the effective deployment of support staff in their class.

RESOURCES

Each class is equipped with a range of mathematical resources and apparatus relevant to the year group of that class. These are stored in accessible and clearly labelled drawers, shelves or containers. All children have access to a range of numeracy aids, such as place value cards, dice, time table squares and 100 squares to help scaffold their learning. ‘

General mathematics equipment is stored centrally in the corridor leading to year 3 and 4. These are stored in accessible and clearly labelled shelves or containers. The resources are audited, checked and updated regularly. Areas of need are monitored and equipment purchased in line with need and the School Improvement Plan (SIP).

Additional planning resources relevant to each year group to be shared amongst staff are uploaded onto OneDrive on Microsoft Teams.

ASSESSMENT AND RECORD KEEPING

Assessment is a vital tool in the teaching of Mathematics, designed to monitor children's progress, measure attainment and ensure teaching is pitched at the correct level. Teachers are responsible for assessing and recording children’s progress in Mathematics. Assessment opportunities are built into the planning of lessons and a range of other methods are used as appropriate.
These include:

- Children's work marked promptly and in accordance with the school marking policy and AfL policy
- Completion of the Foundation Stage Profile on-entry and at the end of the school academic year
- Summative standardised tests from Y2 to Y6 with statutory tests at the end of Year 6
- Self assessments and peer assessments by the children recorded in books, monitored by teachers and support staff
- Ongoing assessment through listening to what children say and questioning them to ascertain their level of understanding
- Observations of individuals or groups, looking for particular skills or concepts to be demonstrated
- Homework set that is appropriate and relevant to the mathematics curriculum being taught
- Moderation of children’s work to agree and check the standards of attainment.

Teachers should record termly summative assessment data on a shared excel database and teacher assessment grades on Insight. Teacher assessment grades should reflect how the child is meeting their age-related expectations in classtime. Teacher assessments are also used to inform Parent Consultation evenings and the end of year reports.

As a statutory requirement, the report will also include whether a child has reached end of year age-related expectations in mathematics, as in the other core subjects.

MONITORING AND REVIEW

Monitoring of the standards of children's work and of the quality of teaching in Mathematics is the responsibility of the Mathematics subject leader, the Headteacher and the class teacher.

The main aspects of the mathematics subject leader involve:

- providing leadership and direction in Mathematics
- ensuring the National Curriculum is implemented effectively
- working closely with staff, offering guidance, support, leadership and arranging in-service training as appropriate
- scrutinising books frequently, completing half termly health checks and providing whole staff or individual feedback when necessary.
- scrutinising the results of termly or annual assessments throughout the school and providing feedback
- analysis of KS1 and KS2 SAT results, pupil response, teacher assessments and other standardised assessments
- managing, storing and updating resources, following a whole school audit
- monitoring and evaluating the quality of teaching and learning throughout the school in Mathematics
- monitoring pupil opinions and feedback termly (pupil voice)
- liaising with the governor responsible for Maths, other schools and the LA
- coordinating the review and updating of the policy when necessary
- ensuring the Mathematics Action Plan is implemented, monitored, evaluated and reviewed in line with the SIP and LA priorities
- providing a termly Subject Manager's Report in which areas for further development and the progress made towards the achievement of objectives are identified

This policy will be reviewed every two years.