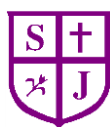


St Joseph the Worker Catholic Primary School



Mathematics Policy *2025/26*

INTENT



Maths at St Joseph the Worker Catholic Primary School

Subject Lead - Mrs Darsey

Every day is a maths day. Children at our school participate in a maths lesson / mathematical activity EVERY DAY.

We believe maths 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. As a school, we aim to inspire a real love for maths.

In line with the national curriculum for mathematics, our aims are to ensure that all pupils:

- become **fluent** in the fundamentals of mathematics, including through varied and frequent practice 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.

At St Joseph the Worker we believe in deepening understanding not accelerated teaching. We focus on depth rather than breadth and we believe that pupils who grasp concepts rapidly should be

challenged through being offered reasoning and problem solving activities before any acceleration through new content. Those who are not sufficiently fluent with earlier material should consolidate their understanding, including through additional practice, before moving on.

Planning

EYFS:

We follow the Statutory Framework for EYFS. Our Nursery teachers continue to use the 'Development Matters' document, as do Reception alongside the Mastering Number plans to support their delivery of the Statutory Framework. We believe that developing a firm grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. We plan for our curriculum to include rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. Our children develop positive attitudes and interests and they look for patterns and relationships, spot connections and we instil a 'have a go' approach where our children are not afraid to make mistakes.

Y1-Y6:

We follow the National Curriculum programmes of study. We use White Rose as a basis for our planning, to enable us to deliver the National Curriculum programmes of study to fulfil our focus on further developing our children's reasoning and problem solving skills.

Plans are to be annotated (not just dated) with how the objective will be taught, what resources are being used, groupings (if any) and apparatus being used or available to the children. The children decide when/ when not to use them.

In line with the white rose materials and the mastery approach, the vast majority children should have access to the same objectives and differentiation will be through support and/or the use of concrete materials / appropriate resources.

We are also beginning to develop the use of Mastering Number teaching resources as a way of building basic number skills and bridging any gaps in learning. We feel this is of profound importance as we believe all children learn at different rates and some children may need concepts to be revisited as they move up through school, the Mastering Number program meets this need.

Assessment

- Y6 use the previous years published Maths Papers as a baseline, practise tests throughout the year (NFER and previous years SATs paper) statutory SATs tests in the Summer Term.
- Y1, Y2, Y3, Y4 and Y5 use NFER tests as a baseline in Autumn term - repeat in Spring followed by NFER Summer tests.
- Formative assessment informs teaching.
- Arithmetic or half arithmetic tests will be used weekly and this information will be tracked.
- Children are also assessed on recall of multiplication and division facts against Year group expectations and this is also tracked from Year 1 - Year 6.

SEND

At St. Joseph The Worker we are committed to ensuring that all pupils, regardless of their background or ability, access a high-quality mathematics education. This includes pupils with Special Educational Needs and Disabilities (SEND), who are supported to develop mathematical fluency, reasoning, and problem-solving skills in line with the expectations of the National Curriculum and the principles underpinning the White Rose Maths approach.

Our Approach:

- **Inclusive Planning and Delivery:**
Teachers use the White Rose Maths scheme to plan sequenced, small-step lessons that build understanding over time. This structure supports all learners, particularly those with SEND, through visual representations, concrete resources, and carefully scaffolded tasks.
- **High Expectations for All:**
In line with the National Curriculum (2014), we believe that "the expectation is that the majority of pupils will move through the programmes of study at broadly the same pace."

However, we recognise that pupils with SEND may require additional time and adapted strategies to secure understanding.

- **Targeted Support and Differentiation:**

Adaptations are made in planning and delivery to meet individual needs. These may include:

- Pre-teaching of key concepts and vocabulary
- Use of manipulatives (e.g., Numicon, base ten, number lines)
- Visual aids and step-by-step modelling
- Guided group work or 1:1 support
- Breaking tasks into manageable steps
- Access to additional practice through overlearning and retrieval activities

- **Individualised Interventions:**

Where appropriate, pupils with SEND receive targeted interventions designed to address gaps in knowledge or misconceptions. These interventions are closely linked to class teaching and informed by assessment.

- **Collaboration with SEND Team:**

Class teachers work closely with the SENCO to ensure that provision is appropriately matched to individual needs. Where pupils have EHCPs or individual learning plans, their mathematical targets are reflected in lesson planning and progress reviews.

- **Assessment for Learning:**

Ongoing formative assessment, including questioning, observation, and low-stakes quizzes, is used to identify misconceptions early and adapt teaching. Summative assessments are modified where needed to ensure fair access.

- **Supporting Working Memory and Cognitive Load:**

Teaching strategies take into account the working memory needs of pupils with SEND. This includes minimising distractions, chunking information, and reinforcing learning through repetition and retrieval practice.

Monitoring and Impact

The impact of SEND provision in mathematics is regularly monitored through pupil progress meetings, learning walks, book scrutiny, and pupil voice. Outcomes are evaluated against age-related expectations and individual targets. The aim is to ensure

that all pupils make good progress from their starting points and develop confidence and competence in mathematics.

Interventions:

Interventions are planned for any children making slow progress or not achieving their full potential. The impact of these is measured by class teachers and discussed during pupil progress meetings. Interventions include 'keep up' and 'catch up' sessions.

Roles and responsibilities:

Head Teacher and Governing Body

- supports the use of appropriate teaching strategies by allocating resources effectively
- monitor the effectiveness of teaching and learning strategies in terms of raising pupil attainment
- ensure staff development and performance management policies promote good quality teaching

Subject Leader

- manages the subject through monitoring and support to ensure the correct implementation of the National Curriculum for Mathematics is being delivered
- ensures a regular and effective programme of analysis of children's work and short term planning (as appropriate) is in place
- takes responsibility for the purchasing and organisation of resources
- keeps up to date with developments in mathematical education and disseminate information to colleagues through INSET days and staff development meetings.

Class Teachers

- have high expectations of all children
- ensure the effective implementation of the Statutory National Curriculum for Mathematics
- provide opportunities for all children to develop fluency, reasoning and problem solving
- ensure learning is differentiated to enable all children to reach their full potential
- make effective use of assessment for learning within mathematics
- committed to raising standards for all children

Parents/Carers

- *are encouraged to assist their children with the regular homework given (see Homework Policy)*
- *are asked to encourage their child to attend any Maths after school clubs on offer*
- *are asked to encourage children to use TTRS and SATs companion at home*

Reviewed - October 2025

S. Darsey (subject leader)