



St Agatha's Catholic Primary School

Policy	Mathematics Policy
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Governor Committee	C&A
Statutory Policy	Y/N

INTENT:

Rationale

At St. Agatha's we believe that Mathematics teaches pupils to make sense of the world around them through developing their ability to calculate, reason and solve problems. It enables pupils to understand relationships and patterns in both number and space in their everyday lives. We are following the Maths no problem Scheme which is based on the mastery approach. Please click on the following link to read about this approach; <https://mathsnoproblem.com/en/approach/what-is-maths-mastery/>

Curriculum aims

We aim to provide a variety of experiences to encourage pupils to become fluent in the fundamentals of mathematics by providing frequent practice with increasingly complex problems over time. This will enable pupils to develop a deeper conceptual understanding and the ability to recall and apply knowledge rapidly and accurately. We encourage pupils to reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language. Pupils are expected to 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. St Agatha's school are committed to the Mastering number programme for Reception and KS1. This provides four factual fluency warm up sessions at the beginning of each lesson to develop children's number bonds facts. Children will use a Rekenrek (mini abacus to 20) to develop these facts. The programme is run by the NCETM.

Therefore, we aim to:

- Develop a positive attitude towards mathematics, increasing pupil confidence in and awareness of their own mathematical abilities;
- Provide a secure foundation of mathematical skills which they can utilise across other areas of the curriculum;
- Provide a rigorous and challenging curriculum;
- Give pupils opportunities for independence, collaboration, leadership, questioning, problem solving, imagination and practical experiences;
- Meet the varying needs and interests of pupils to enable them to reach their full potential by employing a range of teaching approaches linked to different learning styles;

- Keep the class together whilst working on the same topic, at the same time addressing the need for all pupils to master the curriculum and for some to gain greater depth of proficiency and understanding;
- Develop the use of appropriate mathematical language in order for them to communicate with precision;
- Develop cross curricular links with other subjects where possible.
- Develop faster recall of number facts through factual fluency,

IMPLEMENTATION:

Staff at the St. Agatha's teach written methods according to the methods specified in the Maths No problem scheme of work. The rationale and implementation of the Mastery approach is fully explained by accessing the following link and clicking on -

Maths — No Problem! Programme

A complete suite of
maths mastery resources

[Learn more](#)

<https://mathsnoproblem.com/>.

Each year group has objectives that have to be met and pupils should master by the end of the year. Planning ensures coverage of all strands of mathematics. The daily maths lesson encourages pupils to ask as well as answer questions, they have the opportunity to use a wide range of resources.

Mathematics is taught daily and includes:

- Mental strategies;
- Written methods;
- Independent work;
- Problem solving;
- Mathematical discussion;
- Factual fluency;
- Mathematical vocabulary.

The key concepts of arithmetic are fundamental to every pupil's mathematical development. However, the ability to reason and apply these skills are key to successful problem solving in practical real-life experiences.

Resources

Practical apparatus is used to support the teaching of mathematics, this includes: counters, tens frames, number lines, number squares, place value cards, dice, numicon, base ten equipment, 2D and 3D shapes, clocks, maths dictionaries and fraction walls or cubes, rekenrek (mini abacus to 20) in KS1.

More equipment is held centrally to support other areas. Every classroom has a maths working wall to support pupil's learning.

Inclusion

All children are entitled to access the Mathematics Curriculum and make progress. Please refer to the Inclusion Policy.

Continued Professional Development

The Maths subject leaders are members of the SW Maths Hub where they share best practice and take part in cross-school collaboration for school improvement in maths. All staff who teach maths attend in-house training and belong to the NCETM.

IMPACT:

Assessment

Children are assessed according to the school's [Assessment Policy](#).

Marking and Feedback

Verbal and written feedback are given according to the [Marking and Feedback Policy](#).

Link Governor

Governors have a named link governor for maths who meets with the maths subject leader termly. A duty visit report is written and actions agreed – these actions are reviewed at the next visit.

Information Technology

Interactive resources are used to introduce and consolidate concepts when they can convey mathematical ideas and enhance learning.

Home/School Links

Times table challenges and mental maths strategies may be sent home according to the schools [Learning at Home Policy](#) for each year group. Pupils from Reception up to Year 6 have a Mathletics account provided and paid for by the school which they should be accessing on a weekly basis.

Conclusion

At St. Agatha's we are educating pupils for the future. Mathematics is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment. Our aim is to give all pupils a secure foundation from which they can pursue a passion for mathematics.