

St Theresa's Catholic Primary School

Mathematics Policy

Reviewed: Autumn 2026

Maths Subject Leader: Rachel Hulley

Introduction

This document is a statement of the aims, principles, and strategies for the teaching of mathematics at St Theresa's Catholic Primary School.

This policy will be reviewed in Autumn 2026.

Aims

The national curriculum for mathematics aims 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 Theresa's Catholic Primary School our aims for the teaching and learning of mathematics are founded on a belief that **ALL** children should enjoy equality of access to the provision of a high-quality Mathematics curriculum that will:

- extend each child to his or her fullest potential, building on previous experiences and recognising individual capabilities.
- enable children to achieve a high standard in numeracy and a range of other mathematical skills and apply these skills with confidence and understanding when solving problems.
- foster interest, confidence and enjoyment in mathematics and inspire children to appreciate the mathematics of many cultures.
- provide opportunities to apply mathematical learning in everyday situations and enable children to use and apply their knowledge in the world outside.
- enable children to have a sense of the size of a number and where it fits in the number system and know by heart number facts such as number bonds, multiplication facts, doubles, and halves.
- enable children to;

Calculate accurately and efficiently, both mentally and with pencil and paper, drawing on a range of calculation strategies and understanding of the required operations,

- to understand and use facts creatively to solve complex and unfamiliar problems
- encourage children to explain their methods and reasoning and use correct mathematical terms and to judge whether their answers are reasonable and have strategies for checking them.
- provide contextual challenges which span the whole application of mathematics, including the use of data, geometry and measures.

Organisation:

Maths is taught in the Foundation stage according to the Early Years Foundation Stage. Children are taught Problem Solving, Reasoning and Number. Other areas include Numbers as Labels for Counting and calculating.

Children from Years 1-6 will be taught mathematics using the structure and planning of Tara Loughran, Mathematics consultant. We have worked with Tara to devise an overview that covers the national curriculum but also ensure the three aims are intertwined.

The daily maths lesson will include:

- Lesson timings- 1 hour lesson
- Lesson structure- 5 part lesson
 1. Review and do (5 mins)
 2. Introduce the 'HOOK' (10 mins)
 3. Initial practice- teaching through the children's work (5 mins)
 4. Refining of the technique- Modelling/Variation/Making connections (15 mins)
 5. Practice of examples – independent use of variation and using connections (text book examples) (15 mins)

All mathematics lessons are based upon Year Group Expectations. Within each part of the Mathematics lesson, there is suitable differentiation to meet the needs of the whole class, groups and individual children, including where appropriate, expectations relevant to different year groups. Teachers employ a range of strategies to ensure inclusion.

Planning:

- Long term planning will provide an overview of the year's learning.
- Lesson can incorporate learning using ICT, practical activities, games and written learning, undertaken mainly in maths books but also supplemented with worksheets.
- Short term planning is completed weekly using School format and includes five part lesson. They are: Do and review, Hook, Questioning, Refine, Practice
- Plans are monitored by the mathematics co-ordinator, on a termly basis, in conjunction with samples of work. Plans are evaluated on a daily/weekly basis by class teachers to affect teaching and impact on learning.

Assessment:

Children are actively encouraged to participate in self-assessment of their progress in mathematics.

- Daily Assessments take place during lessons through careful questioning to establish children's understanding and through daily marking. This can lead to flexible groupings as the teacher see as appropriate to meet the needs of the children.
- The evaluation and marking of children's work should provide clear next steps in children's learning.
- We have adopted the white rose end of strand tests to check against the end of year expectations.
- End of year assessments (White Rose) are then used to qualify and confirm teacher judgments. Teacher judgements are based on how the children have performed in lessons and the evidence in their books.
- Diagnostic questions are being used with children who are below year group expectations to identify areas which the children need to continue to work on.
- Statutory National Tests in Year 6.

Data is inputted into Sonar on an ongoing basis and crossed referenced against curriculum objectives.

At all levels, assessments are used to inform planning.

SEND: (also refer to SEND and inclusion policies).

Where children have specific learning difficulties in mathematics, these are highlighted to the SENDCo and to parents.

Appropriate resources will be purchased and used to support individual needs. Teaching Assistants will support small groups or individual children in whole class sessions.

Concrete objects and pictorial representations to be used wherever possible to help LA in understanding key concepts or to challenge the more able. Support staff to be used to help children 'keep up' not 'catch up'.

EAL:

Where appropriate, additional resources will be supplied to support children in learning the vocabulary of mathematics and to access the curriculum.

Display: (also refer to display policy)

All classrooms should have mathematics displays which:

- ask questions to promote mathematical thinking.
- contain key vocabulary.
- linked to the learning in the classroom.

Cross Curricular Links:

Wherever possible, skills and concepts learned within mathematics lessons are followed up and reinforced within all other curriculum areas. Special notice is given to addressing data handling in Topic and Science. These links are made explicit to the children.

Is this working?

The Maths subject leader supports all class teachers in a monitoring process that allows teachers plans to be seen and advice and support provided in a teaching and learning experience. A report is then written to highlight strengths and areas for development that is fed back to SLT, staff and the curriculum committee of the governing body.

- Does the teaching and learning enhance the children's knowledge and interest of the maths curriculum?
- Are standards in the maths curriculum meeting year group expectations?
- Is the teaching meeting the needs of the children both in terms of extension and support?
- Does teachers' planning provide clear learning objectives that correlate to the pupils' work?