



SSMJ POLICY FOR

Maths

Following the example of Jesus, together we learn, love
and respect one another to be the best we can be.

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Role – Subject Lead

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“Following the example of Jesus, together we learn, love and respect one another to be the best we can be,”

Maths Policy September 2025

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The Purpose of studying Maths:

Our Vision:

The language of mathematics is international. The basic skills of mathematics are vital for the life opportunities of our children. Our aim is for all children to think mathematically, enabling them to reason, solve problems and assess risk in a range of contexts.

Purpose:

At St Michael and St Johns RC Primary School, our Mathematics Mastery curriculum has been developed to ensure every child can achieve excellence in mathematics.

“For nothing is impossible with God.” (Luke 1:37)

Children can experience a sense of awe and wonder as they solve a problem for the first time, discover different solutions and make links between different areas of mathematics. It provides pupils with a deep understanding of the subject through a concrete, pictorial and abstract approach. This ensures pupils fully understand what they are learning and allows them to be learners of today and leaders of tomorrow. We want the children to see Mathematics as being relevant to their world and applicable to everyday life as well as being something that they will need as they move on through their school life and ultimately to the world of employment. Together we can learn, love and respect one another to be the best that we can be.

Aims:

At SSMJ we aim to ensure that all pupils:

- Become fluent in the fundamentals of mathematics, with regular and challenging problems, 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;

- 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.
- Foster an enjoyment of mathematics with a can-do, confident and resilient attitude, drawing on and employing a range of strategies.
- Maths is taught and celebrated through a cross curricular approach so that children appreciate, understand and recognise the importance of maths in the wider world.

We aim for children to LEARN, LOVE and RESPECT Maths.

At SSMJ, Maths is given a high priority.

We believe mathematics is an important part of children's development throughout school, right from an early age. We intend on delivering a curriculum which:

- Allows children to be a part of creative and engaging lessons that will give them a range of opportunities to EXPLORE mathematics following a mastery curriculum approach.
- Gives each pupil a chance to BELIEVE in themselves as mathematicians and develop the power of resilience and perseverance when faced with mathematical challenges.
- Recognises that mathematics underpins much of our daily lives and therefore is of paramount importance in order that children ASPIRE and become successful in the next stages of their learning.
- Engages all children and entitles them to the same quality of teaching and learning opportunities, striving to ACHIEVE their potential, as they belong to our school community.
- Makes rich connections across mathematical ideas to develop fluency, mathematical reasoning and competence in solving increasingly sophisticated problems.
- Provides equal opportunities for children to apply their mathematical knowledge to other subjects (cross-curricular links).
- Is in line with the expectations in the National Curriculum 2014.

At SSMJ, we aim to ensure that lessons are engaging and challenging, drawing upon a wide range of teaching styles and strategies in order to cater for individual learners.

SSMJ is in its 6th year working with the North North West Maths Hub and as such is working with other schools across the North West to further develop our mathematics teaching and learning. The Headteacher also works for the Hub.

As a result, in lessons you will see whole class teaching in line with the principles outlined in the ‘Essence of teaching for Mastery’ document published by the NCETM.

Lessons will be vibrant and enjoyable, with teachers using a range of resources including models and images to develop children’s mathematics within a concrete, pictorial, abstract approach. Children will be highly engaged and challenged through discussion and mathematical talk, utilising skills of reasoning and explanation alongside accurate use of mathematical vocabulary.

We follow a clear policy for written and mental calculations that is in line with the new National Curriculum and this includes the use of practical resources to aid understanding at every stage.

Teachers and teaching assistants intervene as needed to identify misconceptions and ensure progress.

Each class are taught the objectives set out for their year and use as a starting point, the medium term plans set out by The White Rose Maths Hub. These are supplemented with other resources such as Nrich, NCETM RTP Criteria.

In Foundation Stage, we provide children with opportunities to develop and improve their skills in counting, understanding and using numbers and calculating simple addition and subtraction problems. Children are also given opportunities to explore and describe shape, space and measures.

Learning takes place through a variety of well-planned experiences and children are encouraged to use and apply mathematical knowledge and vocabulary through practical and challenging activities.

A mixture of whole class, group and independent learning opportunities are provided each day and the rich learning environment supports development in children's mathematical understanding.

Maths is taught in line with the EYFS framework and early learning goals. Teachers also use the non-negotiables and school calculation policy to ensure consistency and progress.

The Baseline assessment takes place in the Autumn term and following this, on-going teacher assessments are made.

The principal focus of mathematics teaching in key stage 1 is to ensure that pupils develop confidence and mental fluency with whole numbers, counting and place value. This involves working with numerals, words and the four operations, and includes practical resources such as base ten, Numicon and real life objects.

Pupils develop their ability to recognise, describe, draw, compare and sort different shapes and use the related vocabulary. Teaching involves using a range of measures to describe and compare different quantities such as length, mass, capacity/volume, time and money.

By the end of year 2, we aim for all pupils to recall the number bonds and related addition and subtraction facts to 20 and be precise in using and understanding place value.

In EYFS, Y1, Y2, Y4 and Y5 NCETM Mastering Number sessions are delivered daily in addition to the maths lesson.

Mathematical vocabulary is taught within lessons, and children are encouraged to be precise in the use of vocabulary to explain their mathematical reasoning. We follow a progression document for Maths Vocabulary and celebrate language at every opportunity.

The principal focus of mathematics teaching in lower key stage 2 is to ensure that pupils become increasingly fluent with whole numbers and the four operations, including number facts and the concept of place value. This ensures that pupils develop efficient written and mental methods and perform calculations accurately with increasingly large whole numbers.

We follow a clear written calculations policy to ensure consistency throughout the school. At this stage, pupils develop their ability to solve a range of problems, including with simple fractions and decimal place value. Teaching ensures that pupils use mathematical knowledge with increasing accuracy and develop mathematical reasoning so they can analyse shapes and their properties, and confidently describe the relationships between them. Children are given opportunities to use measuring instruments with accuracy and make connections between measure and number.

By the end of year 4, we aim for pupils to have memorised their multiplication tables up to and including the 12 times table and show precision and fluency in their work. Mathematical vocabulary is taught within lessons, and children are encouraged to be precise in the use of vocabulary to explain their mathematical reasoning.

The principal focus of mathematics teaching in upper key stage 2 is to ensure that pupils extend their understanding of the number system and place value to include larger integers. This develops the connections that pupils make between multiplication and division with fractions, decimals, percentages and ratio. At this stage, pupils develop their ability to solve a wider range of problems, including increasingly complex properties of numbers and arithmetic, and problems demanding efficient written and mental methods of calculation. With this foundation in arithmetic, pupils are introduced to the language of algebra as a means for solving a variety of problems. Teaching in geometry and measures consolidates and extends knowledge developed in number. Teaching ensures that pupils classify shapes with increasingly complex geometric properties and that they learn the vocabulary they need to describe them.

By the end of year 6, we aim for all pupils to be fluent in written methods for all four operations, including long multiplication and division, and in working with fractions, decimals and percentages.

In EYFS, Y1, Y2, Y4 and Y5 NCETM Mastering Number sessions are delivered daily in addition to the maths lesson. Maths is visually evident in

each class with a working wall that is used on a daily basis to enrich, add to, support and lead the learning of Maths. Teachers ensure that the Working Wall is up to date and includes all of the tools needed for the subject.

Clear progression is key and therefore we have documents in place to support this e.g. Times Tables Progression, Calculations Progression.

At SSMJ, we have high expectations for all pupils such as:

- Children demonstrate a quick recall of facts and procedures. This includes the recollection of the times table.
- Children show confidence in believing that they will achieve.
- Each child achieves objectives (expected standard) for year group.
- The flexibility and fluidity to move between different contexts and representations of maths.
- The chance to develop the ability to recognise relationships and make connections in maths lessons.
- Mathematical concepts or skills are mastered when a child can show it in multiple ways, using the mathematical language to explain their ideas, and can independently apply the concept to new problems in unfamiliar situations.
- Children show a high level of pride in the presentation and understanding of the work.
- Children talk Mathematics and the language of the subject is evident across school both visually and auditor ally.

Teaching and Learning

In all subjects, as a school, we ensure children are provided with the opportunity to become the best they can be. This is through a progressive curriculum that inspires and innovates students to experience Maths in its greatest sense. At SSMJ, we understand Online Safety is paramount in an ever changing world. We continue to ensure all children are safe in education and, following closely the Online Safety Policy, in Maths we ensure children are appropriate in their Conduct, Content, Contact and Commerce. This is also in accordance with our Safeguarding Policy and in line with the Keeping Children Safe in Education.

Classroom Culture at SSMJ for Maths is imperative with us having a Growth Mindset in the subject.

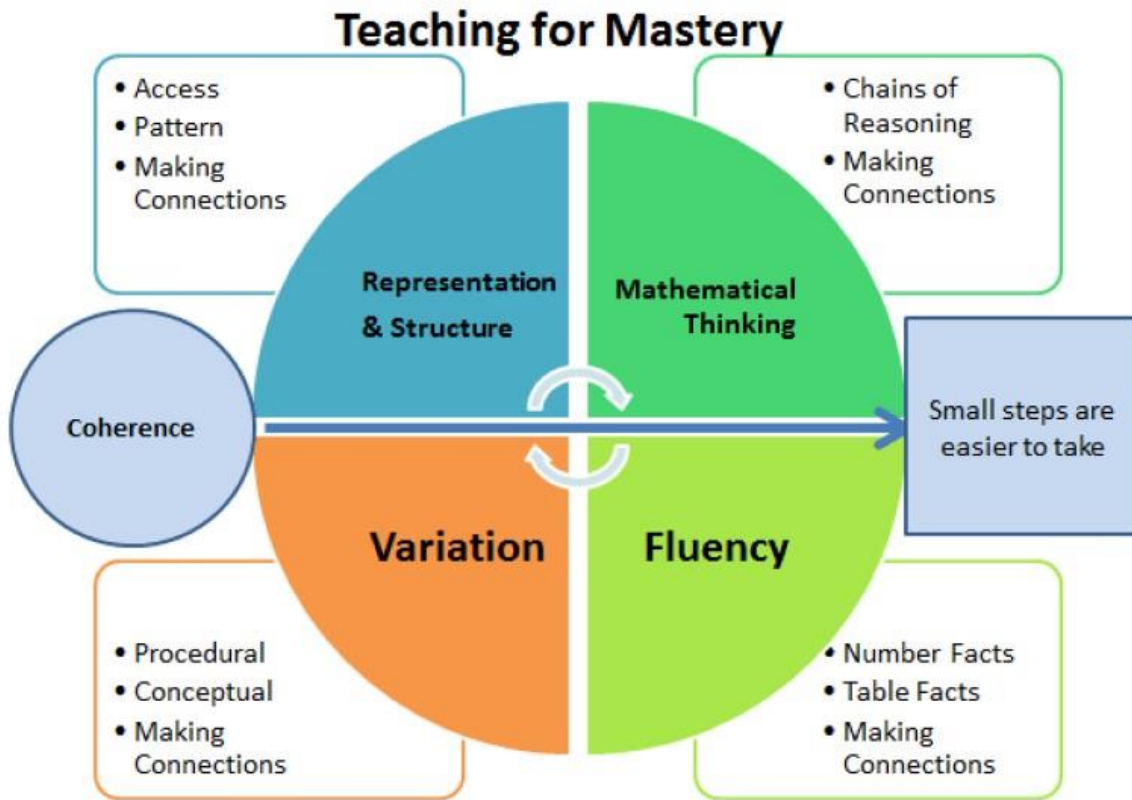
Maths is taught with a daily lesson. We also teach Daily Maths across school focusing on Arithmetic and objectives linked to the specific year group. Spoken Maths is encouraged as we want our children to talk about the subject and use the wide range of vocabulary linked to it.

EYFS, Y1, Y2, Y4 and Y5 have an additional Mastering Number session daily which is approximately 15 minutes using the NCETM materials.

A typical lesson in Years 1 to 6 will usually include oral work and mental calculation. This will involve whole-class work to rehearse, sharpen and develop mental and oral skills. The environment will be used to enhance the teaching with reference to the Working Wall and the use of hands on resources in lessons.

The main teaching activities will include both teaching input and pupil activities and a balance between whole class, grouped, paired and individual work.

We incorporate The 5 Big Ideas of Mastery into our approach in the subject and teachers reference them on a daily basis:



We also reference the “8 Classroom Norms in the subject”

8 Classroom Norms to Establish in Mathematics

1. Everyone can learn mathematics to the highest levels.
2. If you ‘can’t do it’, you ‘can’t do it yet’.
3. Mistakes are valuable.
4. Questions are important.
5. Mathematics is about creativity and problem solving.
6. Mathematics is about making connections and communicating what we think.
7. Depth is much more important than speed.
8. Maths lessons are about learning, not performing.

Stem Sentences and Diagnostic Questions are also used in our daily lessons (This technique enables the teacher to provide a sentence stem for children to communicate their ideas with mathematical precision and clarity. These sentence structures often express key conceptual ideas or generalities and provide a framework to embed conceptual knowledge and build understanding.)

Assessment:

Teachers continually assess children's needs and developments and alter their planning and teaching accordingly. Teachers engage children in assessing their own work through the use of success criteria so children know what their next steps in learning are. Teachers also use ongoing assessments to assess children each half term. We use assessment resources from White Rose Hub and formative assessments each term to identify areas for development for individual pupils. The results of these assessment procedures are used to inform teachers planning and track the progress of pupils. Written tests completed termly are used for school improvement and allow us to track expectations, devise specific interventions for specific children and challenge poor performance.

Progress is reported to parents at parents' evenings, through termly progress reports, in the end of year report and also through ongoing dialogue between home and school.

Planning and Resources:

The school has its own Long Term Plan and teachers use WRM and NCETM resources with other agreed websites to plan their own units giving careful consideration to the sequence of mathematical teaching points and integrated UAM and problem solving.

Teachers use a range of supporting documents and resources such as materials from NCETM to supplement their planning.

Organisation:

Maths is taught daily at SSMJ with teachers following Medium Term Plans which set out the Maths weekly.

Equal Opportunities:

At SSMJ Primary school, we are committed to providing a teaching environment which ensures all children are provided with the same learning opportunities regardless of social class, gender, culture, race, special educational need or disability. Teachers use a range of strategies to ensure inclusion and also to maintain a positive ethos where children demonstrate

affirming attitudes towards others. Support for specific individuals is well considered and planned for, with consideration given to how deeper learning and further challenge can be provided for and demonstrated by children who require further challenge.

Inclusion:

All pupils are entitled to access the Maths curriculum at a level appropriate to their needs. To ensure inclusion, teachers use a range of strategies including the EEF 5 a day approach. Adaptive teaching is utilised as required to ensure all children have full accessibility, as well as to provide appropriate challenge to different groups of learners. The school makes full use of additional adults who are deployed effectively to ensure that identified children are able to make progress in each curriculum area, according to their full potential.

The Role of the Subject Leader (See SL Policy):

The Subject Leader's responsibilities are in line with the Subject Leader Policy:

- To ensure a high profile for the subject
- To analyse termly assessments and report standards to HT and governors.
- To carry out regular monitoring with feedback and support given
- To ensure a full range of relevant and effective resources are available to enhance and support learning
- To model the teaching of Maths
- To report on the quality of learning and provision in Maths to governors and the HT.
- To monitor planning and oversee the teaching of Maths
- To lead further improvement in and development of the subject as informed by effective subject overview and suggestion of CPD
- To ensure that the Maths curriculum has a positive effect on all pupils, including those who are disadvantaged or have low attainment
- To ensure that the Maths curriculum takes account of the school's context, promotes children's pride in the local area and provides access

to positive role models from the local area to enhance the Maths curriculum

- To liaise with external providers and lead the implementation of such at SSMJ

Parents:

We, at SSMJ, actively encourage the involvement of families and the wider community to help support the teaching of Maths. We use teaching tools to contact parents regarding their children's learning and celebrating successes but also developing their understanding further and allowing parents to be involved with any misconceptions.

At SSMJ we support parents with mathematical knowledge by providing access to mathematical workshops. These are held throughout the year to allow parents to develop their own knowledge of what children learn in school and how they may be supported at home.

The annual Maths Day involves the whole school; it has helped to establish greater involvement with parents and the wider community to share their knowledge and expertise in the subject. The subject is celebrated over a week with the end of events on the Friday when Maths is celebrated in our assembly and parents are invited to come and work alongside their children.

At SSMJ we actively encourage the involvement of families and the wider community to help support the teaching of Maths through our social media and daily contact with parents and carers.