Maths Policy

‘Rise above the ordinary’

2025 onwards

THE DIOCESE OF SHEFFIELD ACADEMIES TRUST

Maths Policy

School Vision and Values

Our Vision

We will work as a whole school community to support and deliver a high quality, nurturing and respectful learning environment that inspires all of our children to rise above the ordinary. Our school is committed to being an environment that is open to the spirituality of children.

We will encourage all children to understand and adapt positively as active citizens and courageous advocates – to participate and make a difference in the diverse world in which we live.

Through our high standards of teaching and personalised learning, within a broad and balanced ambitious curriculum, we prepare our learners to make a positive contribution towards society and enjoy future success.

Our Mission "Rise above the Ordinary"

At St. Mary's we provide a welcoming, safe and happy school where everyone is respected and listened to; a school where we take pride in ourselves and our achievements, enabling children to become confident and successful learners. We aim to rise above the ordinary and promote excellence by providing a positive, inclusive environment for learning and growth. Inspired by our faith in God, and together, we aim for each child to become the best version of themselves in mind, body and spirit. Our Theological Rationale further encapsulates what we believe in.

St Mary's Vision for Mathematics

At St Mary's, mathematics is understood as part of God's wonderful creation: ordered, purposeful and rich in pattern and beauty. Every child is a unique individual, made in the image of God (Genesis 1:27), and therefore of infinite worth. Through mathematics, we seek to enable all pupils to flourish, develop confidence, and recognise their potential as learners and contributors to society (Psalm 139:13–16).

Guided by our **RISE values – Respect, Inspire, Support and Exceed** – and informed by the **White Rose Maths** approach, our mathematics curriculum is ambitious, inclusive and carefully sequenced so that all pupils, including the most vulnerable, can make strong progress from their starting points.

Our vision for our children:

• **Respect** mathematics as a universal language that helps them understand and engage with the world God has created, developing enjoyment, curiosity and a sense of wonder (Psalm 104:24–25).

• Be **inspired** to think deeply, ask questions and reason mathematically, using precise vocabulary and representations to explain their thinking, recognising that God equips them with the ability to learn and grow (Philippians 2:13).

• Be **supported** to develop resilience and perseverance when solving problems, learning from mistakes within a safe and nurturing environment, and encouraged to work collaboratively so that all can succeed (Philippians 3:14).

• Be challenged to **exceed** expectations by making meaningful connections within mathematics and across the wider curriculum and real life, building cultural capital and understanding that all knowledge is held together in Christ (Colossians 1:17).

• Develop fluency as a secure foundation for reasoning and problem-solving, enabling them to apply their learning confidently and independently.

As a Christian community, we place high value on relationships, **respecting** the dignity of every learner and **supporting** one another through encouragement and collaboration (1 Thessalonians 5:11). Teaching and assessment are used purposefully to identify misconceptions, inform next steps, and ensure that all pupils are given the opportunity to succeed and **exceed** their own expectations.

Our vision is that every child will leave St Mary's as a confident, capable and enthusiastic mathematician who uses their God-given gifts responsibly and wisely (1 Peter 4:10), equipped with the knowledge, skills and attitudes needed to contribute positively to society, living as salt and light in the world (Matthew 5:13–16).

Aims

Through the teaching of mathematics, we aim to ensure that all pupils:

- **Develop a positive attitude towards mathematics**, building confidence, enjoyment and resilience so that they approach challenges with curiosity and perseverance.
- **Achieve fluency** in number and calculation, enabling them to recall key facts efficiently and apply skills accurately across a range of contexts.
- **Reason mathematically**, using precise language, representations and structures to explain their thinking, justify answers, and make generalisations.
- **Solve problems effectively**, applying their mathematical knowledge to unfamiliar situations, real-life contexts and across the wider curriculum.
- **Make meaningful connections** within mathematics and beyond, recognising its relevance to everyday life and its role in understanding the world.
- **Progress from their individual starting points**, with high expectations for all pupils, including those with additional needs and those working at greater depth.
- **Work collaboratively and respectfully**, supporting one another's learning, valuing different strategies, and developing strong communication skills.

Teaching is underpinned by the **White Rose Maths** approach, ensuring learning is carefully structured, inclusive and builds conceptual understanding before procedural fluency. Assessment is used effectively to identify misconceptions, inform planning, and provide timely support or challenge so that all pupils can succeed and exceed expectations.

Through mathematics, we seek to inspire pupils to use their God-given talents wisely, developing the knowledge, skills and attitudes they need to contribute positively to society and live out our Christian values as they grow as learners and individuals.

Why is Maths important?

Mathematics is important because it equips children with the knowledge, skills and attitudes they need to understand the world, succeed in learning, and make informed choices in everyday life. At St Mary's, mathematics is valued not only as a core subject, but as a vital tool for helping every child flourish.

Mathematics is important because it:

- **Develops essential life skills**
  Mathematics helps children to solve problems, reason logically, think critically and make sound decisions. These skills are vital for everyday tasks such as managing money, measuring, interpreting information and planning.
- **Builds confidence and resilience**
  Through mathematics, children learn to persevere, learn from mistakes and develop a growth mindset. This resilience supports learning across the curriculum and prepares pupils for future challenges.
- **Supports success across the curriculum**
  Mathematical understanding underpins learning in science, computing, design technology and geography, and supports data handling, logical thinking and analytical skills in many subjects.
- **Promotes equality and opportunity**
  Secure mathematical knowledge opens doors to future education, careers and life choices. By ensuring all pupils develop strong foundations, mathematics helps reduce barriers and supports social mobility.

- **Encourages curiosity and creativity**
  Mathematics allows pupils to explore patterns, relationships and structures, fostering curiosity, imagination and a sense of wonder about the world.
- **Helps pupils understand and engage with the world**
  From interpreting statistics in the media to understanding technology and global issues, mathematics enables pupils to engage confidently and responsibly with modern society.
- **Reflects order, structure and beauty**
  Within a Christian vision, mathematics reveals the order and pattern in God's creation, helping pupils appreciate both its beauty and its purpose.

At St Mary's, mathematics is taught as an ambitious, inclusive and carefully structured subject that enables all pupils to develop fluency, reasoning and problem-solving skills. Through mathematics, we aim to inspire pupils to use their God-given talents wisely, supporting them to flourish academically, socially and spiritually.

How Mathematics is Taught at St Mary's

Mathematics at St Mary's is taught through a carefully sequenced and coherent curriculum that builds progressively from EYFS to Year 6. The curriculum is aligned with the **National Curriculum** and structured using the NCETM framework (EYFS) and the **White Rose Maths** (Y1-Y6) framework to ensure clear progression in knowledge and skills.

Topics are organised to develop strong conceptual understanding, with learning revisited and built upon over time to support long-term retention. Links are made within mathematics (e.g. number, calculation, geometry and measures) and, where appropriate, across the wider curriculum to help pupils see the relevance of mathematics in real-life contexts.

Mathematics is taught daily, ensuring sufficient time for the development of fluency, reasoning and problem-solving.

There is a weekly fluency session and weekly problem-solving session.

All classes also secure their mathematical knowledge by access Mastering Number, Times Table sessions and Reflex sessions. Additional time is allocated where needed to support or extend learning.

Planning

Teachers plan mathematics lessons using a **three-phase structure**:

1. **Concrete** – pupils use practical resources to explore and understand new concepts.
2. **Pictorial** – visual representations are used to support understanding and structure thinking.
3. **Abstract** – pupils apply their understanding using numbers, symbols and formal methods.

Planning is informed by ongoing assessment and takes account of pupils' prior learning, misconceptions and next steps. Lessons are designed to include clear learning objectives, opportunities for reasoning and problem-solving, and appropriate challenge to ensure high expectations for all.

Teaching and Learning

Mathematics teaching at St Mary's promotes high levels of engagement, discussion and reasoning. Teachers use precise mathematical language, modelling, questioning and representations to deepen understanding and encourage pupils to explain and justify their thinking.

Learning is inclusive and ambitious. All pupils are supported to access the same core learning, with **adaptations and scaffolds** used where necessary. This may include:

- Use of concrete resources and visual supports
- Targeted questioning and modelling
- Pre-teaching or timely intervention
- Additional challenge for pupils working at greater depth

Pupils with **SEND** are supported through appropriate differentiation and reasonable adjustments, ensuring equal access to learning. Our teaching reflects our commitment to **equal opportunities**, valuing the dignity and potential of every child.

Resources

A wide range of high-quality resources are used to support effective teaching and learning in mathematics. These include:

- Concrete apparatus such as counters, base ten, Numicon and fraction resources
- Visual representations and models aligned with White Rose Maths
- Mathematical vocabulary displays and working walls
- ICT and digital tools, including interactive whiteboards and online platforms, to enhance engagement and reinforce learning

Resources are used consistently across the school to support progression, reduce cognitive load and develop independence.

How We Check Progress in Mathematics at St Mary's Assessment Methods

Assessment in mathematics is continuous and purposeful, ensuring that teaching responds effectively to pupils' needs and supports strong progress over time. Teachers assess pupils' understanding through a range of methods, including:

- **Ongoing formative assessment** within lessons through questioning, discussion, observation and analysis of pupils' work
- **Marking and feedback**, which identifies strengths, misconceptions and next steps
- **Pupil voice**, enabling pupils to articulate their understanding, reasoning and attitudes towards mathematics
- **Low-stakes quizzes and tasks** to check retention and fluency
- **Weekly arithmetic tests in Y6 to identify gaps and act on these.**
- **Summative assessments**, used at key points to support teacher judgement and track progress

Assessment information is used to inform planning, provide timely support or challenge, and ensure that all pupils are supported to make progress from their individual starting points.

As part of DSAT, we carry out termly NTS assessments in Maths in Y1, Y3, Y4 and Y5. Y2 carry out termly assessments using previous end of key stage one tests and Y6 complete previous end of key stage two tests half termly.

Monitoring

The quality and effectiveness of mathematics teaching and learning are monitored regularly to ensure high standards are maintained across the school. Monitoring activities include:

- **Book scrutiny**, to check progression, consistency, presentation, feedback and coverage of the curriculum
- **Lesson visits and learning walks**, focusing on teaching approaches, pupil engagement and use of representations
- **Pupil discussions**, to evaluate understanding, enjoyment and recall of learning
- **Data analysis**, to identify trends, strengths and areas for development and these are discussed with teachers at half-termly pupil progress meetings.

Monitoring is carried out by the **Mathematics Subject Leader** and senior leaders and findings are used to inform action planning and professional development.

Reporting

Progress in mathematics is communicated clearly and regularly to pupils, parents and carers:

- Ongoing verbal and written feedback to pupils
- Termly and annual written reports to parents outlining progress (half-termly in Y6)
- Parent consultations, providing opportunities to discuss progress and support learning at home

Reporting reflects the school's commitment to celebrating achievement while maintaining high expectations for all.

How We Review Mathematics at St Mary's

The impact of the mathematics curriculum is measured by the extent to which children can do the following:

- Develop secure fluency, reasoning and problem-solving skills
- Retain key knowledge over time and apply it confidently
- Show positive attitudes towards mathematics, including confidence and resilience
- Make strong progress from their starting points
- Are well prepared for the next stage of their education

Outcomes are evaluated through assessment information, work scrutiny and pupil voice.

Evaluation

The Mathematics Policy and curriculum are reviewed regularly to ensure they remain effective, inclusive and aligned with statutory requirements and the school's Christian vision. Evaluation considers -

- Assessment outcomes and progress data
- Monitoring evidence
- Pupil and staff feedback
- Changes to national guidance or curriculum expectations

Findings inform subject development priorities and are used to update the policy and action plans as required.

Roles and Responsibilities

Mathematics Subject Leader

- Providing strategic leadership for the subject
- Ensuring curriculum coverage, progression and consistency
- Monitoring teaching, learning and assessment
- Supporting and developing staff expertise
- Keeping up to date with national developments in mathematics education

Class Teachers

- Planning and delivering high-quality mathematics lessons
- Assessing pupils' progress and adapting teaching accordingly
- Providing timely feedback and support
- Maintaining high expectations for all pupils

Senior leaders

- Monitoring standards and outcomes
- Ensuring statutory requirements are met
- Supporting subject leadership and professional development.