Holy Family Catholic Primary School

Maths Policy

Approved by:	Bernadette Nesbit	**Date:**	Feb 2025
Last reviewed on:	Feb 2025		
Next review due by:	To be monitored and updated as required		

Intent

We strongly believe that all children, no matter what their starting points, can become confident, competent mathematicians. The use of ARK Maths Mastery is fundamental to ensuring children experience a range of concrete, pictoral and abstract learning to maximise their understanding of mathematics. It is essential that, through EYFS and KS1, children have a secure knowledge of number at the earliest opportunity and use all available time to make as much progress as possible in this area. Our Maths curriculum, through consistent high expectations and challenge, ensures the majority of children leave KS2 with sustained Mastery. This means children are fluent in basic concepts, can reason mathematically and are able to make links with their knowledge to solve problems in relation to National standards. It is our intent that children build on some of the school's intents in Maths specifically, working independently and collaboratively, building on prior knowledge, show resilience and peer and self-reflect.

Implementation

The use of ARK Maths Mastery and other resources allows our children to learn through a range of manipulatives on a daily basis, if needed. Children will leave KS1 with a secure understanding of number so they are able to make links between areas in KS2. Maths is taught on a daily basis; during most lessons, staff provide a fluency, and/or times tables, starter, question children related to the National Curriculum standards, stretch children through challenging, reasoning problems and offer effective, immediate, intervention to children who are struggling to understand the concept. Staff teach an effective Arithmetic lesson once a week to improve instant recall and develop understanding of calculations and arithmetic strategies. This allows children the opportunity to progress as much as possible and have every opportunity to achieve fluency and reason mathematically by the end of KS2. Children who are below age-related expectation receive afternoon interventions (especially in KS1) to help close gaps in knowledge.

Impact

Our Maths curriculum will ensure the majority of children leave KS2 with fluency and are able to apply knowledge and skills to problem solve. Children will be able to recognise relationships and make links in mathematics. It is essential every child leaves KS2 with vital life skills that are mastered and embedded. We aim for children to leave Holy Family with a joy for learning Mathematics.

What a good Maths lesson looks like*:*

- Staff talk about what school Intents the lesson links to
- 5-10 minutes 'Do Now' Maths starter
- Discussion of prior learning and their Maths journey
- A clear learning objective
- Discussion of key vocabulary to be included within the lesson
- Teacher modelling
- Use of manipulatives (if appropriate)
- Teacher talking time is limited
- AFL to take place within the lesson
- High expectations
- A clear understanding of the task
- Children are supported where needed
- Children are challenged through extension and reasoning problems
- Reflect

It is expected that Greater Depth children correctly answer Reasoning 3 questions on most days.

Expected children correctly answer Reasoning 2 questions on most days.

It is expected that Working Towards children have evidence of being supported and complete the Reasoning 1 questions on most days.

See our EYFS policy for information on how our early years curriculum is delivered.

Greater Depth

Children who strive for GDS in Maths should be working towards a deeper understanding of the Maths curriculum. They should be able to apply their year group expectations to a variety of problems and investigations. They should be able to confidently represent and explain their reasoning through accurate mathematical vocabulary.
The NCTEM's definition of mastery includes having a 'sufficient depth of knowledge and understanding to reason and explain mathematical concepts and procedures and use them to solve a variety of problems' and that greater depth means to then go on and 'independently explore and investigate mathematical contexts and structures, communicate results clearly and systematically explain and generalise the mathematics.'
The NCETM also state that a pupil really understands a mathematical concept, idea or technique if they can:

- Describe it in their own words
- Represent it in a variety of ways
- Explain it to someone else
- Make up their own examples
- See connections between it and other facts
- Recognise it in new situations and contexts
- Make use of it in various ways

Developing GDS is characterised by pupils' ability to:

- Solve problems of greater complexity
- Independently explore and investigate mathematical contexts and structures, communicate results clearly and systematically explain and generalise the mathematics

Feedback

Staff feedback during the lesson following the school's Feedback policy. It is expected that a green against the learning objective means the child has achieved their target. A green including an S with a circle round means the child achieved the learning objective with support. A pink means the child did not mean the learning objective.
Staff to tick answers using a purple pen.
Support offered to the child will be evident by a pink highlighter.

Children being challenged with extensions and reasoning will be evident with a pink.
Ticks in green mean the children have self-marked.

Organisation and Planning

All children receive 4 Maths lessons per week with five additional 15 minute Math Meeting slots per week that focus on fluency.

The other 4 lessons will have a fluency starter (no longer than 10 minutes) linked to fluency targets or the National curriculum. The teacher input will commence followed by the main task that links to the National Curriculum and year group standard. Children who need support receive this during the lesson. Children who are confident do not need to answer all questions on the main task – they can be moved onto the reasoning questions. The Reasoning 1 questions are pitched at the Working Towards standard, Reasoning 2 questions are pitched at the Expected standard and Reasoning 3 questions are pitched at children achieving Greater Depth. Children reflect on their own ability and choose which reasoning questions they wish to complete.

Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.
Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEN policy.

Monitoring arrangements

Governors monitor whether the school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes the required subjects, through:

School visits

Learning walks

Meetings with staff

The Maths Implementation Teams and Senior Leadership Team monitor the way their subject is taught throughout the school by:

Book Looks

Learning walks

Lesson observations

Lesson drop ins

The Maths Implementation Leader also has the responsibility for monitoring the way in which resources are stored and managed.

Legislation and guidance

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the Academies Act 2010, and the National Curriculum programmes of study which the school has chosen to follow.
It also reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014 and Equality Act 2010, and refers to curriculum-related expectations of governing boards set out in the Department for Education's Governance Handbook.

Roles and responsibilities

The governing board

The governing board will monitor the effectiveness of this policy and hold the Executive Headteacher to account for its implementation.

The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- The school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes English, maths, and science, and enough teaching time is provided for pupils to cover the requirements of the funding agreement
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)

Executive Headteacher

The Executive Headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board

Other staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy. The Maths Implementation Team and Senior Leadership Team will ensure this policy is being adhered to and monitor the effectiveness of Maths lessons.

Oracy in Maths

Oracy plays a crucial role in primary maths by helping students articulate their reasoning, develop mathematical vocabulary, and build confidence in problem-solving. Through activities like explaining their thinking, engaging in mathematical discussions, and justifying answers to peers, children deepen their understanding of key concepts. By verbalising their thought processes, students not only strengthen their own understanding but also learn from their peers' perspectives, fostering a collaborative and language-rich learning environment