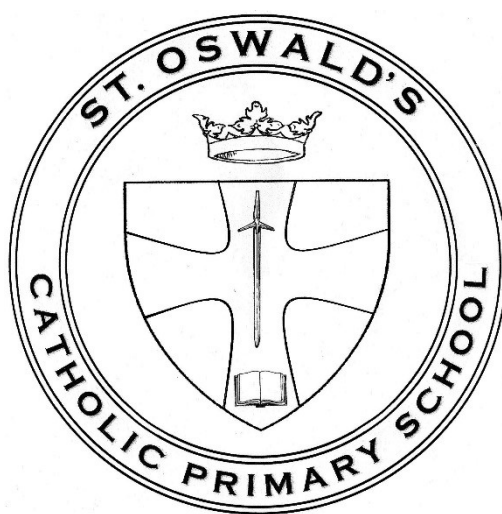


St Oswald's Catholic Primary School



Maths Policy

Approved by:	Approval date	Renewal date
Standards Committee	Thursday 8t October 2026	Autumn 2029

This Maths Policy is set within the context of the whole school aims and mission statement:

*Together with Jesus,
We will Learn and Grow in Faith*

1. Context and purpose

This policy sets out the school's approach to mathematics from Nursery and Reception through to Year 6. It should be read alongside the National Curriculum, the current Early Years Foundation Stage (EYFS) Statutory Framework, the Department for Education mathematics guidance for Key Stages 1 and 2, the school calculation and bar modelling guidance, the Teaching and Learning Policy, and the Assessment and Feedback Policy.

Our approach is informed by current Department for Education guidance, the Education Endowment Foundation (EEF), the National Centre for Excellence in the Teaching of Mathematics (NCETM), and our ongoing professional learning through the Maths Hubs. The statutory National Curriculum remains the entitlement for pupils in Years 1–6; non-statutory guidance is used to strengthen curriculum sequencing, teaching and progression.

2. Mathematics at St Oswald's

At St Oswald's Catholic Primary School, we want every pupil to develop a secure, deep and lasting understanding of mathematics and to become a confident, resilient and enthusiastic mathematician. We believe every child can learn mathematics and should experience success, challenge and enjoyment.

Mathematics is an essential part of everyday life and provides pupils with the knowledge and skills needed to understand and participate confidently in the world around them. We therefore aim to develop mathematical fluency, conceptual understanding, reasoning, problem solving, mathematical language and independence.

Our curriculum is ambitious and inclusive. We identify and address barriers to learning while maintaining high expectations. Pupils are supported to develop secure foundations before moving to increasingly complex ideas, with opportunities to deepen and apply their learning rather than simply moving ahead to new content.

3. Aims

We aim that all pupils will:

- develop secure conceptual understanding and procedural fluency across the mathematics curriculum;
- recall key number facts and multiplication facts accurately and increasingly automatically;
- reason mathematically by explaining, justifying, comparing, identifying patterns and making connections;
- solve problems by selecting and applying appropriate knowledge, representations and strategies;
- use precise mathematical vocabulary and communicate their mathematical thinking clearly;

- develop confidence, perseverance and independence when encountering mathematical challenges;
- make connections between different areas of mathematics and between mathematics and real-life contexts;
- use estimation, checking and sense-making to judge whether answers are reasonable;
- develop positive attitudes towards mathematics and understand that making mistakes is part of learning.

4. Curriculum principles

Our curriculum is underpinned by the following principles:

- Coherence and progression: new learning is connected explicitly to what pupils already know and to key future learning.
- Small, carefully sequenced steps: teaching breaks complex ideas into manageable components without losing sight of the underlying mathematical structure.
- Mastery for all: pupils are expected to secure the key mathematics of their year group. Where pupils need more time, teaching adapts and provides additional support rather than routinely moving them on to unrelated content.
- Depth before acceleration: pupils who grasp concepts quickly are challenged to reason, make connections and solve richer problems within the intended curriculum.
- Fluency with understanding: fluency is developed through meaningful practice alongside conceptual understanding, not through speed or repetition alone.
- Representation and structure: concrete materials, visual representations, diagrams, number lines and symbols are selected purposefully to reveal mathematical structure and support generalisation.
- Mathematical talk: pupils are expected to explain, justify, compare and critique mathematical ideas using precise vocabulary and complete mathematical statements.
- Variation: examples and tasks are designed to highlight essential features, connections and non-examples, helping pupils notice what changes and what stays the same.
- Reasoning and problem solving: pupils regularly apply and connect their knowledge in both routine and non-routine situations.
- Responsive teaching: teachers continually check understanding, identify misconceptions and adapt explanations, representations, questioning, practice and support.

5. Teaching for mastery

St Oswald's continues to develop a whole-school teaching for mastery approach. This is aligned with the NCETM Five Big Ideas: coherence, representation and structure, mathematical thinking, fluency and variation. Teaching for mastery does not mean that every lesson looks identical. Teachers use their professional judgement to select the representations, examples, questions and tasks that best expose the mathematics being taught.

- Whole-class teaching is the starting point, with high expectations for all pupils.
- Teachers plan for the key mathematical idea and the learning journey towards it.
- Prior learning is deliberately revisited so that important knowledge remains secure and accessible.
- Teachers anticipate likely misconceptions and use assessment during the lesson to respond to them.

- Scaffolds and representations are used purposefully and adjusted as pupils become more secure.
- Pupils are given opportunities to work independently, explain their thinking and apply learning in unfamiliar contexts.
- Challenge deepens understanding through reasoning, connections, multiple representations and increasingly sophisticated problems rather than simply moving pupils onto content from a later year group.

6. Curriculum design and planning

The mathematics curriculum is planned to meet the statutory National Curriculum programmes of study and the EYFS Statutory Framework. The DfE Mathematics Guidance for Years 1–6 is used to support the identification and sequencing of core concepts and the progression required for pupils to build secure understanding.

Planning operates at three connected levels:

- Long-term: the whole-school curriculum ensures statutory coverage, progression and appropriate balance across number, calculation, fractions, geometry, measure, statistics and other required content.
- Medium-term: units and sequences identify the essential knowledge, concepts, vocabulary, representations and opportunities for fluency, reasoning and problem solving.
- Short-term: teachers plan the precise learning, prior knowledge, representations, examples, questions, misconceptions, vocabulary, practice and adaptations needed for their pupils.

We follow the White Rose Maths Scheme in Y1-Y6. Other high-quality resources, including Third Space Learning, NCETM materials and other carefully selected resources, may be used to support planning and teaching where required. Resources are not followed mechanically: teachers use subject knowledge and assessment to adapt sequences to the needs of the class.

7. Lesson design and classroom practice

Mathematics lessons should provide sufficient time for pupils to think, practise, discuss and apply mathematical ideas. The structure and length of lessons may vary by phase and year group, but teaching should consistently include the following where appropriate:

- retrieval and connection to prior learning;
- clear explanation and modelling of the mathematics, with precise mathematical language;
- carefully chosen examples and representations that expose mathematical structure;
- purposeful questioning and checks for understanding throughout the lesson;
- guided practice before independent application where appropriate;
- opportunities for pupils to articulate and justify their thinking;
- fluency practice that reinforces important facts, procedures and relationships;
- reasoning and problem-solving opportunities;
- adaptation in response to misconceptions or gaps identified during teaching;
- appropriate challenge for pupils who are secure, including opportunities to deepen and generalise their understanding.

Teachers should avoid overloading pupils with unnecessary task variation, excessive scaffolding or repeated procedures that do not strengthen mathematical understanding. Practice should be

purposeful and connected to the intended learning. Further guidance can be found in the Teaching and Learning Policy.

8. Fluency and basic skills

Fluency is a whole-school priority. Pupils need secure knowledge of number facts, place value, calculation strategies and multiplication facts in order to access increasingly complex mathematics.

- Regular opportunities are provided to revisit and strengthen essential number knowledge and calculation fluency.
- Y1 and Y2 follow the Mastering Number Programme
- Y3 (from Spring term) and Y4 follow the Number Sense Times Table Fluency Programme
- KIRFs (Key Instant Recall Facts) are taught and practised systematically from Year 3 to Year 6, with regular opportunities for pupils to recall, apply and consolidate key number facts and mathematical relationships so that they become increasingly fluent and automatic.
- Fluency practice is short, focused and purposeful, with a balance of recall, relationships and application.
- Teachers identify and address gaps in basic skills rather than relying solely on repeated independent practice.
- Multiplication and division facts are taught systematically and practised regularly from the earliest stages.
- Pupils are supported to develop efficient strategies and to understand the relationships that underpin facts, rather than relying only on memorisation.
- Intervention and additional practice are used to secure prerequisite knowledge so that pupils can access the main curriculum.

9. Mathematical language and oracy

Mathematical language is taught explicitly. Pupils should hear, use and rehearse precise mathematical vocabulary and be expected to explain their reasoning. Teachers use carefully chosen sentence stems and questions where they help pupils structure mathematical thinking.

- Key vocabulary is identified and revisited within sequences of learning.
- Teachers model accurate mathematical language and correct imprecise language sensitively.
- Pupils explain how they know, not simply give an answer.
- Classroom discussion includes opportunities to compare methods, identify errors, justify conclusions and build on another pupil's idea.
- Language demands are anticipated and supported for pupils with SEND, EAL and those who need additional opportunities to rehearse mathematical language.

10. Early Years

In Nursery and Reception, mathematics is taught in accordance with the current EYFS Statutory Framework. Children develop mathematical knowledge through high-quality adult interaction, purposeful direct teaching, guided activity, play and continuous provision. The curriculum prioritises secure foundations in number while also developing shape, space, measure and pattern.

- Counting, cardinality, subitising, comparison, composition and the relationships between numbers are developed systematically.

- Children are given frequent opportunities to use mathematical language in meaningful contexts.
- Manipulatives and visual representations are used to develop understanding of mathematical structures.
- Mathematics is integrated throughout the day as well as taught explicitly.
- Practitioners use observation and assessment to identify children's current understanding and plan appropriate next steps.
- Nursery follow the Master the Curriculum scheme of work serving as a foundational structure for our Nursery children before progressing onto the Mastering Number programme in Reception.

Further guidance can be found in the Early Years Policy.

11. Inclusion and adaptive teaching

All pupils are entitled to an ambitious mathematics curriculum. Adaptive teaching is used to remove barriers while maintaining high expectations. Adaptations are based on identified need and are reviewed through ongoing assessment.

- Use clear explanations, worked examples, visual models and representations to make mathematical structure accessible.
- Provide additional modelling, guided practice, rehearsal or pre-teaching where this is likely to remove a barrier.
- Use manipulatives and representations purposefully rather than as a permanent substitute for abstract mathematical thinking.
- Break learning into manageable steps while maintaining the mathematical goal.
- Use flexible grouping and adult support where this improves access or responds to identified misconceptions.
- Provide appropriate challenge through reasoning, connections and depth for pupils who are secure.
- Plan specifically for pupils with SEND, disadvantaged pupils and pupils learning English as an additional language.
- Use interventions to address specific gaps and connect them closely to classroom learning.

Further guidance can be found in the SEND Policy.

12. Assessment and responsive teaching

Assessment is integral to mathematics teaching. Teachers use assessment information to determine what pupils know, identify misconceptions and decide what needs to happen next. Assessment should improve teaching and learning rather than become an additional administrative task.

- Teachers check understanding through questioning, discussion, observation, mini-whiteboards, short tasks, worked examples and pupils' independent work.
- Teachers actively look for errors and misconceptions and respond during the lesson where possible.
- Assessment information is used to adapt subsequent lessons, retrieval and practice.
- Short, focused assessment activities are used to identify gaps in key knowledge and inform targeted support.
- Formal and standardised assessments are used alongside teacher assessment and classroom evidence.

- Moderation is used to develop shared expectations and confidence in assessment judgements.
- Pupil progress information is used to identify pupils requiring additional teaching, consolidation or challenge.

The school does not rely on a single assessment measure to determine mathematical understanding. Evidence from teaching, pupil work, assessment activities and statutory assessments is considered together. Further guidance regarding assessment, feedback and marking can be found in the school's Assessment and Feedback Policy.

13. Statutory assessment

- Reception pupils are assessed against the Early Learning Goals as part of the EYFS Profile.
- Year 4 pupils take the statutory Multiplication Tables Check.
- Year 6 pupils take the statutory Key Stage 2 national curriculum tests, including mathematics.
- Assessment arrangements are followed in line with the current Standards and Testing Agency guidance.

14. Interventions and keep-up teaching

Additional teaching is provided when assessment identifies a specific gap or misconception. Intervention is intended to help pupils access the main curriculum rather than create a separate curriculum.

- Keep-up teaching is targeted, timely and linked to identified learning needs.
- Interventions may take place before, during or after the main lesson, depending on the need and available staffing.
- The impact of additional support is checked through subsequent classroom performance and assessment.
- Where pupils are not yet secure with prerequisite knowledge, teachers prioritise the most important knowledge needed to access new learning.

15. Calculation and representations

The school's calculation and bar modelling guidance sets out progression in written calculation and problem-solving representations. Teachers select methods and representations that develop understanding and efficiency.

- Concrete and pictorial representations are used when they clarify mathematical structure and support pupils to make connections.
- The move between representations and symbols is purposeful; concrete, pictorial and abstract approaches are not treated as a rigid three-stage sequence for every concept.
- Teachers explicitly connect representations to mathematical language and notation.
- Written methods are developed progressively alongside mental calculation, estimation and reasoning.
- Bar models, number lines, arrays, part-whole models and other representations are selected according to the mathematics and the problem.

16. Resources and learning environment

Mathematical resources should support understanding, reasoning and independence. Each classroom should have ready access to appropriate manipulatives and representations for the year group.

- Resources should be accessible and used routinely where they support understanding.
- Teachers should model how and why a resource represents the mathematics, rather than treating it as a procedural aid.
- Working walls and displays should support current learning with key vocabulary, representations, examples and useful mathematical structures.
- Displays should be purposeful, current and uncluttered; they should support pupils to recall and apply knowledge rather than simply decorate the classroom.
- Digital technology, including visualisers and interactive whiteboards, should be used where it strengthens explanation, modelling, representation or feedback

17. Homework and home-school links

Home learning should reinforce important mathematical knowledge and support positive engagement with mathematics. It should be manageable, purposeful and consistent with classroom approaches. Further guidance regarding homework can be found in the school's Homework Policy.

- Times tables and key number facts are practised regularly in appropriate year groups.
- Online platforms such as Times Tables Rock Stars and other school-approved resources may be used to support practice.
- Parents and carers are given information about how mathematics is taught and how they can support learning without introducing conflicting methods.
- Communication with families focuses on building confidence, fluency and positive attitudes towards mathematics.

18. Mathematics across the curriculum

Pupils are given meaningful opportunities to apply mathematics across the wider curriculum and in real-life contexts. Teachers identify opportunities for purposeful use of measures, data, calculation, geometry, scale, time, money and other mathematical ideas where these are integral to the subject being taught.

19. Subject leadership and professional development

The Mathematics Team, working with SLT, is responsible for:

- leading the development and review of the mathematics curriculum and policy;
- ensuring progression and coherence across the school;
- supporting staff with subject knowledge, pedagogy, planning and assessment;
- monitoring the quality and impact of mathematics teaching and curriculum implementation;
- using assessment and monitoring evidence to identify priorities for improvement;
- leading or coordinating appropriate CPD, coaching, professional dialogue and collaboration;
- ensuring resources are appropriate, accessible and well managed;
- working with the SENDCo and other leaders to ensure pupils with additional needs receive effective support;
- keeping abreast of relevant national guidance, research and developments in mathematics education;

- reporting key developments, strengths and priorities to SLT and governors.

Professional development will prioritise mathematical subject knowledge, teaching for mastery, adaptive teaching, mathematical language and oracy, fluency, reasoning and responsive assessment, in line with identified school priorities.

20. Monitoring, evaluation and impact

Monitoring is developmental and focuses on the quality, consistency and impact of the mathematics curriculum and teaching.

- curriculum and planning review;
- lesson visits and learning walks;
- pupil voice and discussion;
- work scrutiny and analysis of progression;
- analysis of assessment information and statutory outcomes;
- review of intervention provision and impact;
- monitoring of the experiences and outcomes of pupils with SEND, disadvantaged pupils and higher-attaining pupils;
- moderation within and across year groups;
- professional discussion with teachers and teaching assistants.

Monitoring findings inform the mathematics implementation plan, CPD and curriculum development. Impact is evaluated through evidence of pupils' knowledge, fluency, reasoning, problem solving, confidence and attainment over time.

21. Policy review

This policy will be reviewed in September 2029, or earlier if there are significant changes to statutory requirements, national guidance or the school's mathematics curriculum.

Key reference documents

- Department for Education – National Curriculum in England: Mathematics Programmes of Study (statutory).
- Department for Education – Teaching Mathematics in Primary Schools: Mathematics Guidance for Key Stages 1 and 2 (non-statutory).
- Department for Education – EYFS Statutory Framework for group and school-based providers (current version).
- Education Endowment Foundation – Improving Mathematics in the Early Years and Key Stage 1.
- Education Endowment Foundation – Improving Mathematics in Key Stages 2 and 3.
- National Centre for Excellence in the Teaching of Mathematics – Teaching for Mastery and Primary Teaching for Mastery materials.
- National Centre for Excellence in the Teaching of Mathematics – Mastering Number at Reception and KS1.
- Standards and Testing Agency – current Multiplication Tables Check and national assessment guidance.