



# **St. George's Catholic Primary School** **'Achieve, Believe, Care.'**

## **Maths Policy**

### **MISSION STATEMENT**

**Achieve, Believe, Care**

### **INTENT**

At St George's Catholic Primary School, we teach children how to make sense of the world around them through developing their ability to calculate, reason and solve problems with ever-increasing fluency. We intend to enable children to understand the importance of mathematics in their everyday lives and ensure they are equipped with essential skills needed now and in the future. We aim to provide high quality maths teaching, which is engaging and interactive and builds upon children's prior learning.

#### **The aims of our Maths curriculum are to develop pupils who:**

- have a sense of enjoyment and curiosity about maths
- become increasingly fluent in the fundamentals of mathematics
- reason mathematically through practical activity, exploration and discussion
- are confident, resilient and willing to take risks and learn from their mistakes
- have the ability to solve problems through decision-making and reasoning in a range of contexts
- can articulate their mathematical thinking and understanding using appropriate mathematical vocabulary
- have exposure to the key areas of Number, Measurement, Geometry and Statistics
- understand the importance of mathematics in everyday life

### **IMPLEMENTATION**

Our implementation of the Maths curriculum is in line with 2014 Primary National Curriculum requirements for KS1 and KS2 and the Foundation Stage Curriculum in England. This provides a broad framework and outlines the knowledge and skills taught in each key stage. Maths teaching will deliver these requirements through our termly units.

[Maths Long Term Overview](#)

[Maths Progression of Learning](#)

## **Resources**

We use a variety of resources to enable pupils to understand mathematical concepts and aid their learning. These include:

- concrete apparatus including: Numicon, base ten, multilink, bead strings, counters, 100 squares, number lines
- supportive visual wall displays
- digital software. E.g. Doodle maths, Times Tables Rock Stars

## **IMPACT**

The teaching and learning of Maths enables all pupils to:

- improve their fluency in the fundamentals of mathematics
- show confidence when recalling and applying their knowledge, rapidly and accurately
- solve a variety of problems and justify their reasoning
- reason mathematically, through practical activity, exploration and discussion, using mathematical language
- To build on prior knowledge and be ready for the next stage in their learning
- Make connections across mathematical ideas to develop fluency, reasoning and competence when solving more complex problems
- Apply their mathematical knowledge other areas of the curriculum

## **Assessment, Recording and Reporting**

Assessment is an integral part of teaching and learning and is based upon teachers' judgements of pupil attainment and progress.

Formative Assessment is, therefore, on-going and varied in nature. In each year group it may involve some, or all, of the following:

- Regular marking of recorded work.
- Teacher observation of individuals, pairs or groups.
- Targeted questioning
- Flashbacks

Summative Assessment in Reception is through the Foundation Stage Profile and in KS1& 2 staff make termly teacher assessments which are recorded on Educator. Teacher judgements are based on performance in class as well as end of term assessments. The children may work individually or in pairs or small groups for different tasks and activities. Parents are also updated on their child's progress through annual written reports.

## **Monitoring and Evaluation**

### **The subject leader will:**

- Review the long-term overviews, Maths coverage and progression documents.
- Conduct lesson observations, pupil voice and book looks.
- Provide feedback to SLT regarding the teaching of Maths across the school.
- Share best practice with staff and keep up to date with any subject specific updates.
- Meet with the assigned Governor to review practice across the school.
- Review the Maths policy annually.

## **Equal Opportunity**

All children will be given the same opportunity to receive a broad, balanced curriculum regardless of social class, gender, culture, race, disability or learning difficulties.

## **Review**

This policy will be reviewed every three years by the Governing Body or as required by changes in legislation.