

ST. HELEN'S CATHOLIC INFANT AND NURSERY SCHOOL



Maths Policy

Written by	Date	Ratified by	Date
R. McCarthy	2026	Governors	June 2026

To be reviewed	Annually	Every 3 Years
Reviewed on	Reviewed by	Next review date
		2029

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as a family.*

SUBJECT INTENT

At St. Helen's Catholic Infant school our intent for Maths is to provide a broad and balanced curriculum which develops children's resilience and independence when calculating, reasoning and problem solving.

- We ensure that all children access a range of skills enabling them to understand and appreciate the relationships within number and space in their everyday lives and also to develop a lifelong appreciation for the power and beauty of Mathematics.
- To ensure full coverage we follow The Curriculum Prioritisation in Primary Maths supported by NCETM mastery materials and The Mastering Number Programme.
- Cross curricular links are made wherever possible particularly to the themes covered in The Power of Reading.
- To enrich the curriculum we celebrate Maths Day and foster links with British Values. We also provide extra-curricular Maths clubs.

LEGISLATION AND GUIDANCE

- In Nursery we use 'White Rose Maths' resources to support Development Matters and deliver the EYFS Curriculum.
- In Reception we follow The Mastering number programme supplemented with related NCETM/Numberblocks support material to support Development Matters and deliver the EYFS Curriculum.
- We use The Curriculum Prioritisation in Primary Maths supported by NCETM mastery materials and The Mastering Number Programme to deliver the National Curriculum in Years 1 and 2. These are then resourced internally. Ideas for resourcing are influenced by a range of schemes such as Hamilton, Oxford Owls, White Rose and NCETM.

ROLES AND RESPONSIBILITIES

- The work of the Mathematics Leader involves supporting colleagues in the teaching of mathematics, being informed about current developments in the subject and providing a strategic lead and direction for the subject within the school.
- A named member of the school's governing body is briefed to oversee the teaching of numeracy. This governor meets regularly with the subject leader to review progress.

ORGANISATION AND PLANNING

- The school uses a variety of teaching and learning styles in mathematics lessons. During a mathematics lesson children may experience; mental maths starters, whole class shared/modelled skills, guided group work, practical individual/paired/group work, open ended activities and both mini and full plenaries to check and assess understanding.
- Children are encouraged throughout each lesson to practise verbalising their thoughts clearly using appropriate mathematical vocabulary.

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- They have the opportunity to access a wide range of resources such as number lines, number squares, digit cards, tens frames, part part whole models and other apparatus such as Numicon, Dienes, Rekenreks and multilink in order to support their work.
- Resources are clearly labelled and children are encouraged to access them independently.
- Working walls are used as reference to both current and prior learning and to display banks of mathematical vocabulary.
- The children and teachers use technology in mathematics lessons where it will enhance their learning and assist with modelling ideas and methods.
- Opportunities to apply mathematical learning are built into daily school routines.
- In all classes there are children of differing mathematical ability. We recognise this fact and provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. Groupings are regularly reviewed and movement occurs appropriately.
- Maths planning takes the form of weekly discussions in year groups. Medium term plans are followed and adapted according to previous learning outcomes. Short term (weekly) plans are then created. They include key vocabulary, learning objectives, previous learning experience, mental starters, main teaching and activities, reasoning and opportunities for assess.

White Rose One minute Maths App

Children across the school are encouraged to access this at home and school.

MONITORING ARRANGEMENTS

Marking

- Teachers mark mathematics in line with the school Marking Policy.
- Children must be given time to assess any errors and reflect on next steps of learning.

Assessment and Target Setting

- Work will be assessed in line with the Assessment Policy.
- Assessment is used to inform planning.
- CT records, focus sheets and assessments will be used to closely monitor progress.

We assess children's work in mathematics from three aspects.

- Short term, during lessons to inform the need for additional input, daily assessments that inform next day planning.
- Medium term, assessments at the end of a topic, assessing key learning objectives, informing the planning of next units of work and where revisits are needed
- Long Term, children are assessed at the end of each Key Stage by teacher assessment.

Moderation

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- Work is moderated regularly within a year group, across year groups and with a cluster of local schools.

Review

- Monitoring of the standards of children's work and of the effectiveness of teaching in mathematics is the responsibility of the mathematics co-ordinators alongside the senior leaders and the mathematics governor.
- Mathematics is monitored in a range of ways including; book scrutinies, lesson observations, data analysis, planning scrutinies, pupil perceptions, climate walks, teacher surveys.

INCLUSION

- We aim to provide for all children to enable them to achieve as highly as possible in mathematics, according to their individual abilities.
- We will identify those who are under-achieving and take steps to improve their attainment.
- At St. Helen's School we enjoy teaching mathematics to all children, whatever their ability.
- We take into account the targets set for individual children in their one plans.
- Gifted children will be identified and challenged where appropriate.
- Children who have English as an additional language are supported appropriately.

LINKS WITH OTHER POLICIES

- Calculation Policy
- Marking Policy
- Foundation Stage Policy
- Homework Policy
- Assessment Policy

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