Maths Policy

Policy Approved/Updated	September 2025
Policy Review Date	September 2026
Reviewer	Amy Marriott

Part of OUR LADY OF LOURDES CATHOLIC MULTI-ACADEMY TRUST

Nottingham Diocese Multi Academy Trusts CATHOLIC SCHOOLS Moving Forward Together

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Our Mission Statement

At St Joseph's we pride ourselves on our mission statement: 'Growing in Love, in the Spirit of Christ, for the benefit of all'.

We feel our Mission statement 'Growing in Love, in the Spirit of Christ, for the benefit of all' reflects all we stand for as a community. We put the example of Christ at the centre of all we do to help us grow socially, academically, spiritually, morally and physically in our learning and our friendships. We do this for ourselves as well as for the members of the school, parish, local, national and international communities in which we live.

Our Vision

At St Joseph's, our mission is to nurture a compassionate Catholic community inspired by the life and teachings of Jesus Christ, embracing every individual and all aspects of our school life. Guided by His message of love and forgiveness, our pupils, staff, parents, and governors work together to uphold and strengthen the school's Catholic ethos.

We are committed to offering a stimulating and well-balanced curriculum that reflects our values, while supporting each child in reaching their fullest potential. At St Joseph's, every person is valued, and we encourage mutual respect for one another and for the world around us.

Statement of Intent

As a Catholic Academy, religious education and faith development are at the heart of our school curriculum developing the Catholicism and spirituality of our pupils.

At St. Joseph's the mathematical curriculum is delivered through a concrete, pictorial, abstract approach. The curriculum is delivered using the teaching for mastery in mathematics, in collaboration with the East Midlands Maths Hub. The maths curriculum aims to develop resilience, confidence and problem-solving skills of all pupils and provide them with the skills to apply their knowledge to a range of contexts. We aim to teach a balanced, progressive mathematical curriculum to develop mathematically fluent pupils. Strong AfL allows for pupils to be appropriately challenged and supported where necessary. This ensures that all pupils are able to make progress towards the end of year expectations. All pupils to have the opportunity to apply their learning through a range of fluency, reasoning and problem-solving contexts.

Equal Opportunity Statement

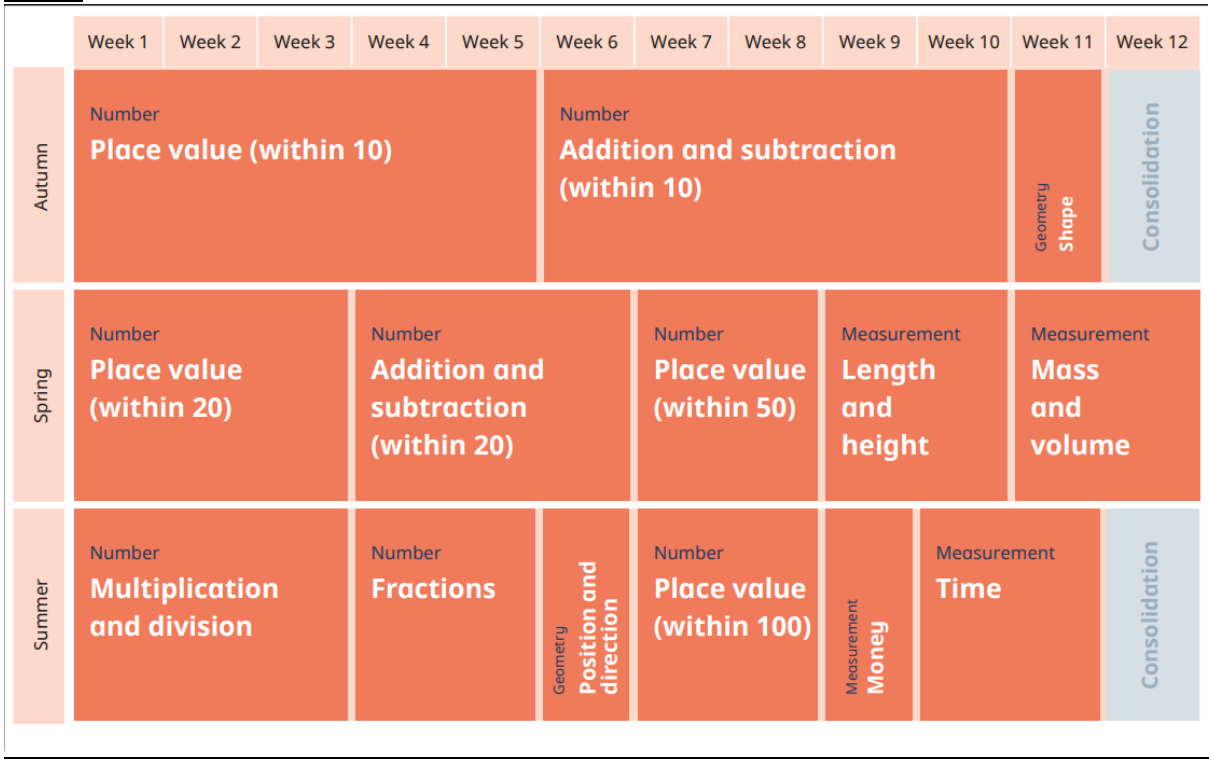
The Governors and Staff at St Joseph's believe that all people are entitled to equal opportunities, respect, and consideration regardless of race, colour, creed, gender, disability, or personal circumstances. Therefore, we are opposed to any form of prejudice or discrimination which denies people this equality. This principle applies to both adults and children in our school.

The Curriculum

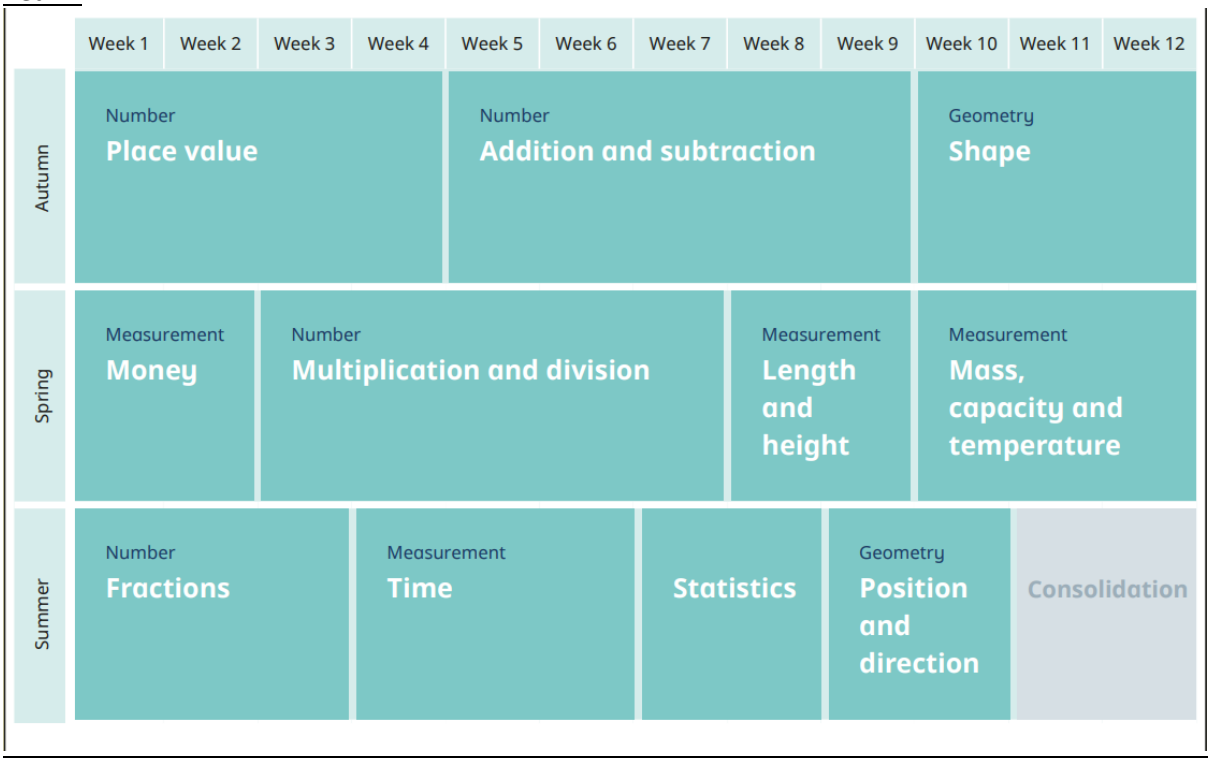
The curriculum in F1 is taught through daily dedicated sessions. These sessions are carefully planned and use concrete resources. Sessions build on prior learning and real-life experiences. We use key rhymes, closely linked with each core focus, which change every two weeks. In F2, Mastering Number at EYFS is used alongside development matters. Throughout EYFS, children ae exposed to new mathematical vocabulary, such as subitising, counting ordinally and cardinally, composition, numerals, comparison, number and quantity.

In KS1 we use Mastering Number, which is a structured approach, building a strong foundation in number sense and mathematical language. These are short 15 minute daily sessions. In addition to these sessions, the curriculum is outlined as follows:

Year 1

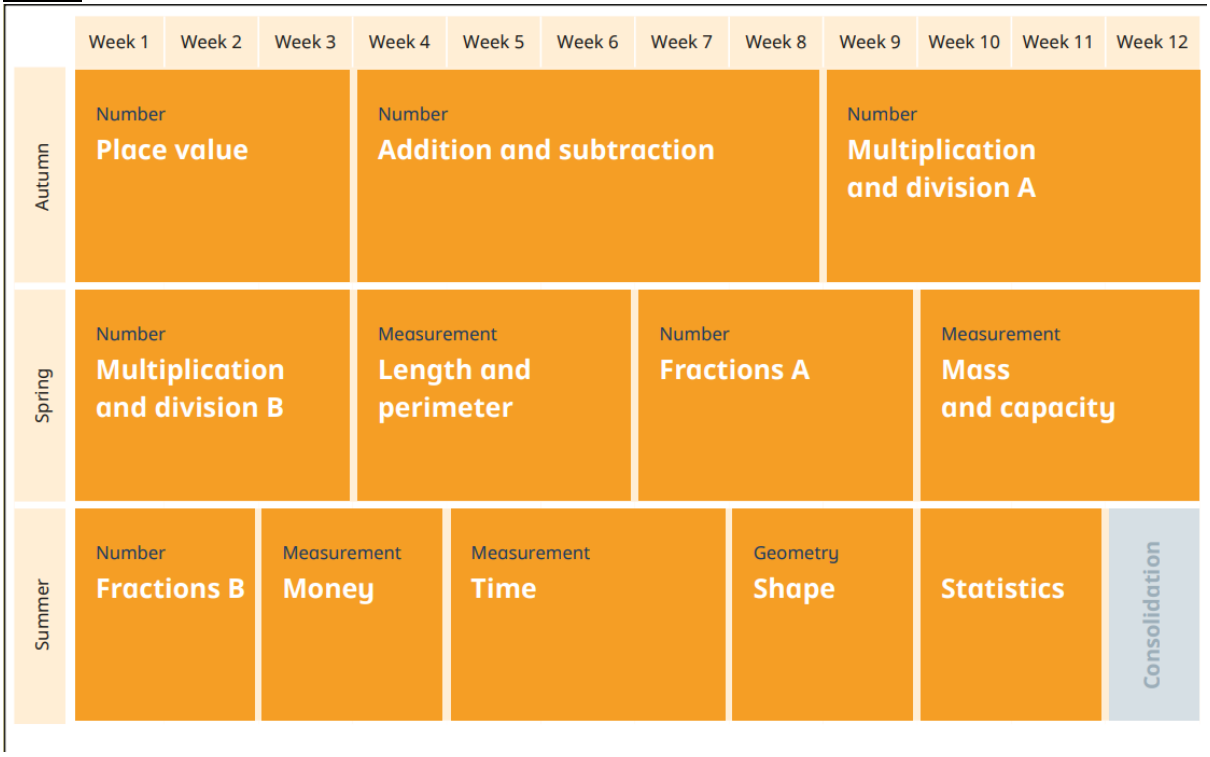


Year 2

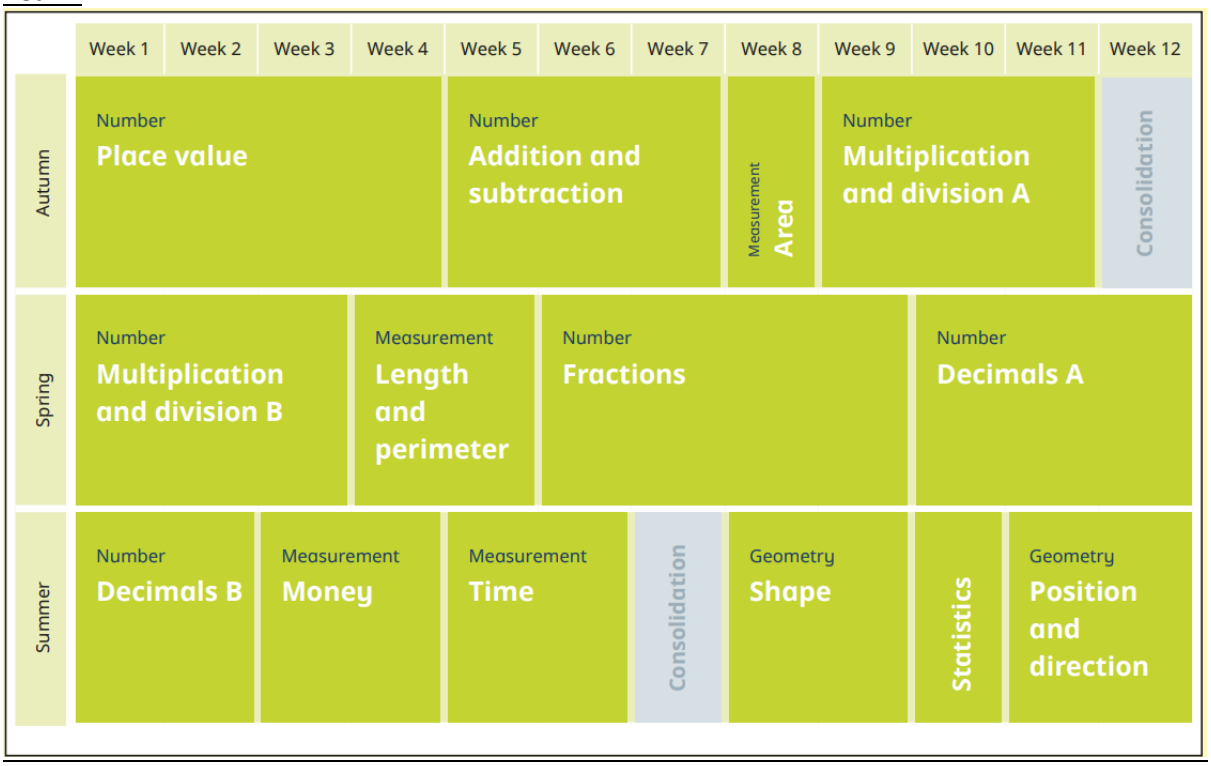


The KS2 curriculum is as follows.

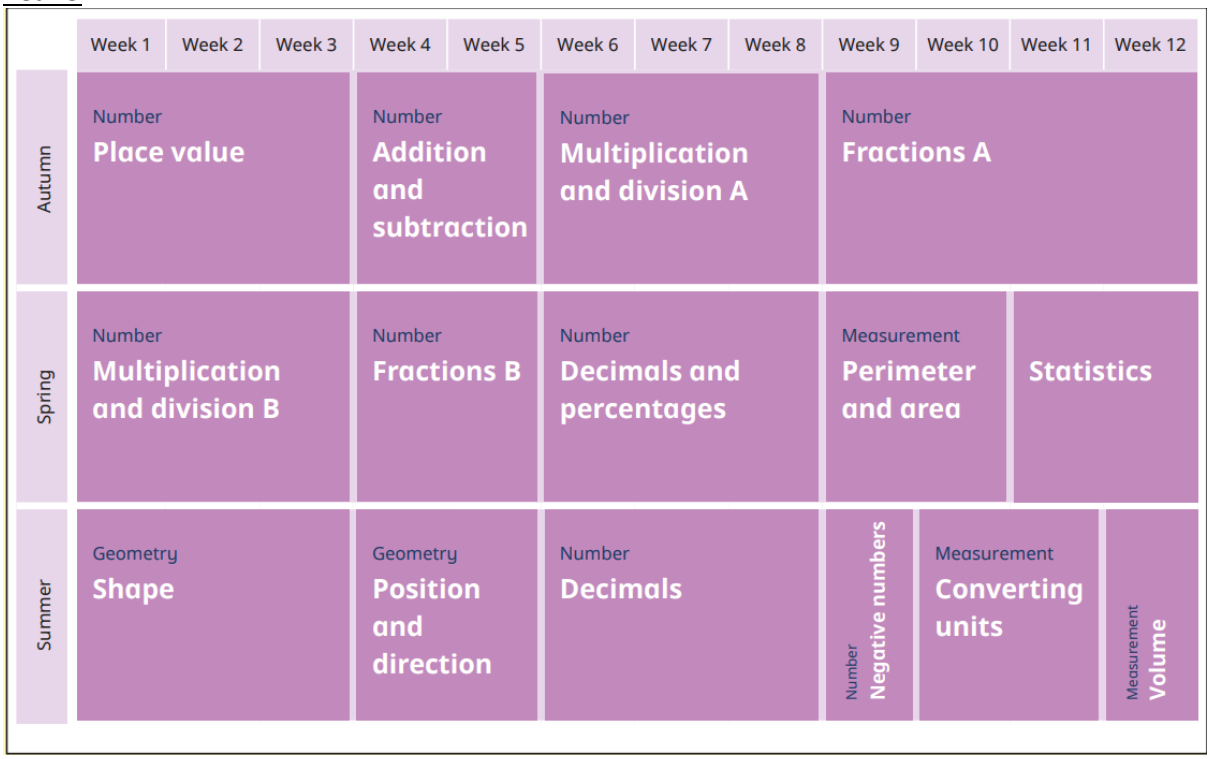
Year 3



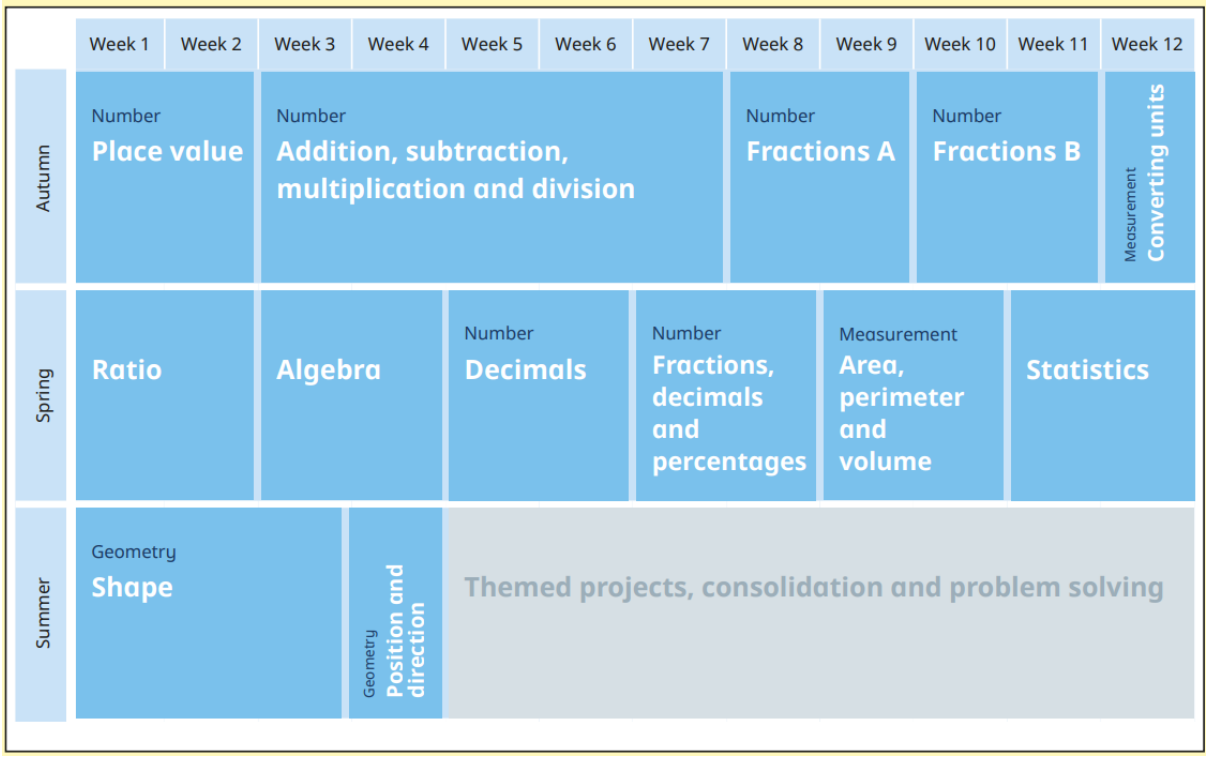
Year 4


Week 1
Week 2
Week 3
Week 4
Week 5
Week 6
Week 7
Week 8
Week 9
Week 10
Week 11
Week 12
Autumn
Number
Place value
Number
Addition and subtraction
Measurement
Area
Number
Multiplication and division A
Consolidation
Spring
Number
Multiplication and division B
Measurement
Length and perimeter
Number
Fractions
Number
Decimals A
Summer
Number
Decimals B
Measurement
Money
Measurement
Time
Consolidation
Geometry
Shape
Statistics
Geometry
Position and direction

Year 5


Week 1
Week 2
Week 3
Week 4
Week 5
Week 6
Week 7
Week 8
Week 9
Week 10
Week 11
Week 12
Autumn
Number
Place value
Number
Addition and subtraction
Number
Multiplication and division A
Number
Fractions A
Spring
Number
Multiplication and division B
Number
Fractions B
Number
Decimals and percentages
Measurement
Perimeter and area
Statistics
Summer
Geometry
Shape
Geometry
Position and direction
Number
Decimals
Number
Negative numbers
Measurement
Converting units
Measurement
Volume

Year 6



Maths at St. Joseph's

The curriculum at St. Joseph's is rooted in the teachings of the Catholic Church; the Early Years Foundation Stage Curriculum and the National Curriculum.
At St. Joseph's, we have developed our progressive curriculum using the Maths Hub and the White Rose Scheme of Work. Teachers use the 'Five Big Ideas of Mastery' (Coherence, Representation and Structure, Mathematical Thinking, Fluency and Variation) alongside the White Rose document as a starting point and from this, develop their own questions to ensure that pupils have time to practice and embed learning. Maths teaching for mastery rejects the idea that a large proportion of people 'just can't do maths'. All pupils are encouraged by the belief that by working hard at maths they can succeed. Pupils are taught through whole-class interactive teaching, where the focus is on all pupils working together on the same lesson content at the same time. This ensures that all can master concepts before moving to the next part of the curriculum sequence, allowing no pupil to be left behind.

Each lesson begins feedback from the previous lesson, with opportunities for children to respond. Following this, Recall and Retrieve is used to give pupils the opportunity to revisit prior learning and ensure that knowledge is embedded. Every lesson includes a talk activity, linked with our priority of Voice 21, to develop the use of mathematical vocabulary. Each lesson ends with Review and Consolidate to give children the opportunity to showcase the knowledge they have gained during the lesson and apply it to a different context.
Teachers are expected to take the following strategies into account:

- Small steps progression
- Recall and Retrieve
- The Five Big Ideas of Mastery
- CPA approach

- Use of manipulatives
- Steps to success
- Modelling – I do, We do, You do
- Mathematical vocabulary
- Opportunities for all abilities to access a range of reasoning and problem solving
- Opportunities to explore learning at a 'greater depth'.
- Scaffolding
- Consolidate and Review

Assessment and Monitoring

Ensuring that teaching is based on an accurate and precise understanding of children's prior knowledge and understanding, is integral to our teaching.
Marking is also used to inform the next steps throughout the unit to ensure progression. Pupils who meet the objective within the lesson will receive a challenge which consists of the next steps in learning. Pupils who do not meet the objective within the lesson will receive a response task, enabling them to make progress next lesson.
Assessment tasks take place at the end of each block of teaching to show that strong progress has taken place.
Cornerstones assessments are used at the end of each term. From this, teachers complete a gap analysis which informs future planning and interventions.

Each component ends with a knowledge capture which is a task that allows each pupil to showcase the knowledge they have gained and developed throughout the half term. Teachers will use their judgement to assess whether each child is working below the expected standard, working towards the expected standard, working at the expected standard, or working above the expected standard.

Roles and Responsibilities

The subject Coordinator for mathematics at St Joseph's is Amy Marriott
It is the role of the mathematics co-ordinator under the guidance of the Senior leadership team:

- To organise computing within the curriculum and to ensure progression and development.
- To lead / assist with and monitor planning and quality of delivery of the computing curriculum.
- To keep up to date with the developments within computing and carry out staff meetings when required.
- To monitor and update resources and draw up a subject development plan.

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Impact

At St. Joseph's, pupils approach maths with confidence and enthusiasm. Pupils enjoy being challenges and moving their learning forwards. Pupils face learning which requires them to apply their prior knowledge within and across units of work. Much of the knowledge developed through the mathematics curriculum equip pupils with experiences which will benefit them in secondary school and later life, as they will develop key skills such as problem solving and logical thinking.
Pupils' approach and response to reasoning and problem solving improve as each term progresses through concise modelling from the class teacher. The end of year expectation is that all pupils will be able to confidently and accurately solve reasoning and problem solving questions using appropriate mathematical vocabulary.