



Saint Michael Catholic Primary School
Mathematics Subject Policy

Mission Statement:

Excellence • Enrichment • Enjoyment

September 2025

Date for review: September 2026

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1. Aims

Intent - What are we trying to achieve?

At Saint Michael's, we aim for our pupils to enjoy maths, become fluent in the fundamentals and understand how having good mathematical understanding and skills informs our knowledge and understanding of the world around us. We want our pupils to see the beauty in maths and understand how it helps us to solve real-world problems. This means they need to have mastered the basic concepts of number, measurement, geometry and statistics. Our pupils should be able to solve problems and justify their reasoning using accurate mathematical vocabulary with confidence.

Implementation – How is the curriculum being delivered?

All Year groups use the White Rose medium term planning, which supports teaching to meet the National Curriculum programme of study. The White Rose approach enables the children to have a deep understanding of the Maths curriculum.

Teachers will use a range of schemes and resources to inspire and support the White Rose medium-term planning. These include Classroom Secrets, Twinkl and Master the Curriculum. This is supplemented by a large range of concrete materials, which we expect children to use more independently as they grow older. Resources are well stocked and accessible for pupils and teachers.

A number of interventions are available to support and challenge mathematicians. These include Times table interventions, Same-Day interventions led by the teacher, First Class@Number and Success at Arithmetic.

The curriculum for each year group is planned and adapted by the teachers to meet their specific year group objectives and a curriculum map is available on the school website for parents to access so they can support learning. We have also written a bespoke calculation policy to ensure consistency and progress in the methods of teaching calculations.

Each week, children receive a Maths home learning task. We use Maths CGP books In Reception, Year 1, Year 2, Year 3, Year 5 and Year 6. Year 4 use the website Timetables Rockstar's to complete home learning. This is sometimes supplemented with SATs practice papers e.g. Year 6. This allows parents to support their child's learning.

Maths is taught in the Maths hour-long lesson each day and each piece of work is assessed by the teacher in accordance with our Assessment and Feedback policy. Where appropriate, 'Chili Challenges' are set to encourage children to choose their level of challenge. This encourages a growth mindset and enables children to challenge themselves. Maths is also reinforced throughout the whole curriculum where possible.

Each term the children will also complete a PUMA 'End of Term Assessment' which will provide a percentage and give the teacher a summative assessment of mathematics.

We promote the use of practical investigations and problem-solving activities and balance independent learning with collaborative learning. We strive for our pupils to see Maths in the 'real world' context at every opportunity to build confidence and see the relevance of the subject.

Impact - What difference is the curriculum making?

Our pupils are able to reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language. They can solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

Our academic results in statutory assessments are consistently above national averages.

Mathematics will promote the pupil's spiritual, moral, social and cultural development by allowing children to realise that Maths is applied all around us and is a key component of various professions within society. Maths can be used to solve problems that the world may face e.g. engineering advances.

Mathematics will promote British Values by encouraging innovation, hard work and teamwork skills.

Mathematics will help pupils develop a Growth Mindset by promoting the effort that pupils exert within a maths problem, reassuring them that perseverance will pay off in their working out. Maths proves to children that perseverance can solve a problem.

2. Legislation and guidance

This policy reflects the requirements of the [National Curriculum programmes of study](#), which all Voluntary Aided schools in England must teach.

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](#).

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In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#).

3. Roles and responsibilities

3.1 The governing body

The governing body will monitor the effectiveness of this policy and hold the 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

Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements

At least 10% of the curriculum is dedicated to Religious Education

Provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)

The school implements the relevant statutory assessment arrangements

It participates actively in decision-making about the breadth and balance of the curriculum

It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals

3.2 Headteacher

The 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

Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum

They manage requests to withdraw children from curriculum subjects, where appropriate

The school's procedures for assessment meet all legal requirements

The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum

The governing board is advised on whole-school targets in order to make informed decisions

Proper provision is in place for pupils with different abilities and needs, including children with SEN

3.3 Subject Leader

The subject leader is responsible for leading and managing their subject. They will ensure that:

They create a Subject Leader Action Plan, which forms part of the School Improvement Plan. The Subject Leader Action Plan outlines the key actions and success criteria for each academic year.

The Subject Leader Action Plan is shared with governors once a year so that they have the opportunity to scrutinise subject leaders.

The attainment and progress of the pupils across the school are analysed at least three times a year and feedback to governors is given once a year.

Staff are confident in teaching their subject across the school. They will offer support, guidance and arrange training when needed.

Resources to support teaching, learning and assessment are in place for their subject. They will need to manage their allocated budget so that the actions set out in the Subject Leader Action Plan and School Improvement Plan can be met.

Other staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

4. Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious goals 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 and information report.

5. Monitoring arrangements

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through:

- *Meeting with subject leaders*
- *Monitoring books*
- *Interviewing pupils*
- *Scrutinising parent, staff and pupil surveys*

- *Visiting the school to monitor the quality of teaching and audit the books*
- *Attending the School Improvement Evening where all subject leaders share their subject action plans*

Subject leaders monitor the way their subject is taught throughout the school by:

- *Scrutinising planning & books*
- *Conducting learning walks*
- *Observing lessons*
- *Professional dialogue with staff*
- *Interviewing the pupils*
- *Ensuring that staff are trained*

Subject leaders monitor the way their subject is taught throughout the school by also have responsibility for monitoring the way in which resources are stored and managed.

This policy will be reviewed annually by the subject leader. At every review, the policy will be shared with the full governing board.

6. Links with other policies

This policy links to the following policies and procedures:

- EYFS policy
- Feedback and Assessment Policy
- SEN policy
- Homework Policy
- Marking
- Writing
- Calculation Policy