



Mathematics Policy

TITLE OF POLICY:	Mathematics
PREPARED BY:	A.Hough
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HOW DOES THIS SUBJECT SUPPORT OUR VISION, MISSION, VALUES AND AIMS?

We are all God's children, learning together, discovering our gifts, knowing that we are loved and listened to by God and one another. We help each other to shine on our pursuit of excellence whilst loving God and others. This underpins all our teaching and learning at Sacred Heart R.C. School and we encourage all to grow in the love of God and His creation. We support each child to reach their potential in all aspects of school and educational life, and we celebrate their successes. This is particularly true in mathematics as we appreciate the awe and wonder of numbers: numbers are infinite, and we recognise the shapes present in God's world. We want the pupils that we teach to develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in a modern world.

At Sacred Heart R.C. Primary School we encourage:

A positive and reflective attitude towards the subject and an awareness of the fascination of Mathematics.
A competence and confidence in Mathematical knowledge, concepts and skills coupled with a sense of enjoyment and fascination in their learning.
An ability to be fluent, solve problems, reason, think logically, and work systematically and accurately.
Initiative and an ability to work both independently and in cooperation with others being able to understand and appreciate their viewpoints.
An ability to communicate Mathematics using their imagination and creativity.
A willingness to participate in and respond positively to artistic, sporting and cultural opportunities.
An understanding of mathematics through a process of enquiry and experiment with a willingness to reflect on their experiences.
A willingness to participate in a variety of communities and social settings by volunteering, cooperating well with others and being able to resolve conflicts effectively within a mathematical context.
Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity by organising and carrying out charitable events to support different religious, ethnic and socio-economic groups in the local, national and global communities. Hence, developing their tolerance and attitudes for God's world family.

HOW IS THE SUBJECT TAUGHT AT SACRED HEART?

It is the role of the class teacher to ensure progression in the acquisition of mathematical skills with due regard to the National Curriculum for mathematics. The subject is taught through day-to-day lessons:



- Involving problem solving, reasoning and fluency
- Using a mastery approach.
- Maths Meetings to assess and recap prior learning.
- Cross curricular activities
- Use of online resources (e.g. TTRockstars, IXL)

The children are given very clear targets to help them progress effectively. The class teacher plans appropriately for Mathematics, using White Rose scheme of learning but also drawing on lots of other effective resources from NCETM and Nrich to enhance teaching and learning, liaising with the Maths Coordinator when necessary

It is the role of the teacher to develop, and update skills, knowledge and understanding of Mathematics. The teacher identifies his/her training needs and takes advantage of training opportunities from our local Maths Hub.

The class teacher informs parents of pupils' progress, achievements and attainment through parental conferences, reports and individual meetings when necessary.

HOW IS IT ASSESSED?

Assessment is regarded as an integral part of teaching and learning and is a continuous process. It is the responsibility of the class teacher to assess all pupils in their class through:

- The marking of work done, following the marking policy guidelines
- Guided group work
- Observations
- Varied arithmetic in morning task books or
- Maths meeting books show the recapping of previously taught objectives including reasoning and problem-solving opportunities.
- Feedback from pupils, teaching assistants and other in class support
- Day-to-day record keeping (speed tables, quiz scores, arithmetic scores)
- Termly summative testing or formative assessment dependent on the age of the children (NFER Arithmetic and Reasoning, Twinkl, White Rose Termly Assessments and Past SATS).
- Bespoke End of unit assessments supplemented by White Rose end of block units.

HOW IS PROGRESS MONITORED?

Progress is monitored through book scrutiny activities, lesson observations, pupil interviews, data tracking, SIP visits and moderation. These assessments help to monitor progress and highlight opportunities for intervention at pupil progress meetings, which are done half termly. Assessment is done through observation of individual/groups of specific children. Note taking and photographs inform judgements. Evidence from other parts of the curriculum assists teachers with forming their judgements of individual children's capabilities with Mathematics. Moderation of exercise books, in all years, is completed throughout the academic year involving SLT and Atherton/ Tyldesley cluster schools.