



**St John
and St Nicolas
Schools Federation**

**For the good of all
through curiosity,
creativity and love**

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1.2				

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St John and St Nicolas Schools Federation
Maths Policy

Federation Vision

At St John and St Nicolas Schools Federation, our vision is 'For the good of all – through curiosity, creativity and love.' This vision inspires everything that the federation does.

It applies equally to all the federation's policies with the intention that our policies impact as fairly and positively as possible to meet the needs of all members of our schools' community.

Curriculum Statement

Our federation is a journey for all of our children from the Early Years Foundation Stage to Year 6 and beyond. Our curriculum aim is for children's time with us to prepare them for life after our schools. Each child in our schools is recognised as an individual with their own ambitions, needs, skills and aspirations and it will be our schools' role to support and challenge each individual to achieve these.

Our curriculum will allow all children to develop the key skills of reading, writing and maths through a broad and balanced curriculum providing a wide range of experiences. Throughout our schools, we will promote equality and diversity and will provide every opportunity for children to develop resilience, confidence and enthusiasm, so becoming imaginative, creative and independent learners able to make informed decisions. Our rich curriculum, complemented by our nurturing approach will allow all our children to develop emotionally and spiritually.

We value all aspects of the school curriculum and will ensure our curriculum encompasses spiritual, moral, social, cultural, emotional and physical education.

How Maths fits into our Federation Curriculum

Maths is part of our everyday life and at our schools we aim to help our children to develop a positive attitude towards the subject and become independent mathematicians who use their acquired skills not just at school, but throughout their lives.

We follow a 'Mastery' approach to the teaching of mathematics. We aim to deepen the children's understanding, rather than moving them on to new curriculum content too quickly.

Mastery of the curriculum requires that all pupils:

- use mathematical concepts, facts and procedures appropriately, flexibly and fluently
- recall key number facts with speed and accuracy and use them to calculate and work out unknown facts
- have sufficient depth of knowledge and understanding to reason and explain mathematical concepts and procedures and use them to solve a variety of problems
- use mathematical vocabulary effectively to explain their thinking

Curriculum Organisation and Content for Maths

Mathematics is taught for an hour each day from year 1 to year 6. In Early Years, mathematical understanding is developed through 2 whole class sessions per week, as well as stories, songs, games and independent learning opportunities both inside and outside the classroom.

Our maths teaching focuses on skills and mastery. Significant time is spent developing deep understanding of the key ideas that are needed to underpin future learning. The structure and connections within the mathematics are emphasised, so that pupils develop learning that can be sustained. New concepts are introduced by using a concrete, pictorial, abstract approach.

Manipulatives are used in all year groups to support pupils' understanding and diagrammatic representations are carefully chosen and used consistently across the two schools.

Long-term and medium-term plans show when objectives for each year group will be taught. Planning is done within teams, to ensure that there is an equality of opportunity across the year groups and to enable sharing of best practice. Plans are continually reviewed and developed. These plans, alongside our calculation policy, ensure continuity and progression in the teaching of maths across both schools. Cross-curricular links are made wherever possible so that children can apply their skills in a meaningful context.

Spirituality in Maths

Spirituality can be explored in every subject. In Maths, this involves seeing the beauty in mathematical patterns and how this applies to the big questions that we ask ourselves. Maths enables children to understand that there is an order to life and to find their place within it.

Inclusion, Support and Challenge

We aim to meet the needs of all, taking into account gender, ethnicity, culture, religion, language, disability, age and social circumstances. Central to this is the early identification of particular needs and careful planning for intervention.

Additional support may be given in the following ways:

- further use of manipulatives and representations
- structured interventions or activities to consolidate understanding
- use of flexible groupings
- individual or small group work with additional adults

Those children, who are able to exceed the expected standards for their age, will be challenged to accurately and confidently apply their knowledge of these methods to increasingly complex problems that require a greater depth of understanding.

Assessment

Assessment in maths involves both formative and summative assessment.

Formative assessment takes place on a day to day basis, both inside and outside the lesson:

- Teachers identify where children may have a misconception and support children to overcome this
- Marking and feedback may indicate what a child has done well or how they can improve
- Teachers may use their knowledge of a child's prior attainment to inform their planning and provide further support or challenge as appropriate

Summative assessment takes place on a termly basis from year 1, and provides information for pupil progress meetings. Tests each term assess children's progress against curriculum objectives.

In Early Years, assessment is ongoing teacher assessment based on classroom observations.

Home/School Link

The school encourages parental involvement within maths through the following:

- Share and Celebrate sessions give the parents an opportunity to familiarise themselves with their children's learning.

- In EYFS, online observations are sent on a monthly basis
- Information evenings for parents on different aspects of maths
- Parent Consultation Evenings, where parents are informed about their child's progress
- Annual reports outlining progress and identifying targets for future learning
- Regular maths homework for our older children

Monitoring

Teaching and learning, as well as progress and attainment in maths will be monitored on a regular basis by the Maths Subject Leaders in each school and by the SLT and Headteacher. Feedback and support will be given to staff.

Policy reviewed March 2025

Next review due in May 2027