



## St Nicholas Catholic Primary School Curriculum Policy 2026-27



### Introduction

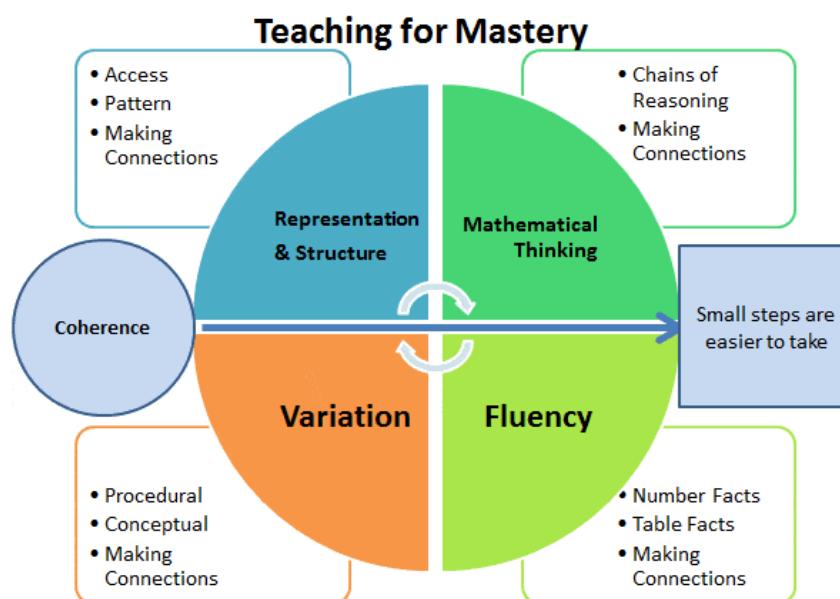
At St. Nicholas Catholic Primary School, we want all our pupils to experience a deep and sustained understanding of Mathematics so that they become happy and confident mathematicians, throughout their learning and into their adult life. Through a positive, caring environment, we will nurture confidence in the subject and a love of Mathematics, to enable every child to reach their full potential. We promote a 'can do' attitude to Maths in a safe environment where pupils can share their ideas without the fear of making mistakes. Children will be given time, support and resources to develop a depth of understanding to enable them to express their ideas fluently and talk about the subject using appropriate mathematical language. Our curriculum is designed for pupils to keep up, not catch up.

At St Nicholas, we recognise that Mathematics equips pupils with a uniquely powerful set of tools to understand and change the world. These tools include logical reasoning, problem solving skills and the ability to think in abstract ways. Mathematics is important in everyday life; it is integral to all aspects of life and we endeavour to ensure that children develop a positive and enthusiastic attitude towards Mathematics that will stay with them.

Statutory requirements for the teaching and learning of Mathematics are laid out in the National Curriculum in England. For Key Stages 1 and 2, these are found in the Mathematics Programmes of Study. For the Early Years Foundation Stage, these are found in the Mathematics areas of learning.

### Mastery approach

We have adopted the Maths mastery approach at St Nicholas because we want our Maths curriculum to meet the needs of all our children. The concept of teaching Mathematics through mastery is to ensure that topics are well developed. Pupils will spend enough time fully exploring a concept before moving on to a different topic. As ideas are well formed, they are reinforced by ample practice. New knowledge is then used in subsequent lessons so that all ideas build on top of each other and pupils have adequate opportunity to develop relationships between the topics. Ideas are revisited in a spiral as pupils progress through the years, each time at a higher level. This ensures that the children see Mathematics in a wider context, in different formats and in increasingly complex forms. Links are made with other subjects and the Mathematics used cross-curricular, is of an appropriate standard for the age group.



### Overall Aims and Objectives for all pupils:

- Become fluent in the fundamentals of Mathematics through varied and frequent practice with increasingly complex problems over time so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately
- Solve problems by applying their Mathematics to a variety of problems with increasing sophistication, including breaking them down into a series of simpler steps and persevering in seeking solutions.
- Reason mathematically by following a line of enquiry, conjecturing relationships and generalisations and developing an argument, justification or proof using correct mathematical language and vocabulary.
- Develop their mental Maths skills and know how and when to use these skills to solve a problem. Mental Maths opportunities are offered with lessons.

### Curriculum Design

| Intent and aims for children's learning                                               | Teacher implementation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
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| To ensure that the Mathematics curriculum is accessible and achievable for all pupils | <p>Positive, growth mindset modelled by teachers and encouraged by pupils</p> <p>Carefully scaffolded lessons via support, outcome and resources</p> <p>High expectations - all pupils will master the key concept, some will work more deeply on challenging tasks</p> <p>Pictorial and abstract manipulatives available for all pupils in all lessons, modelled and encouraged by teachers - Maths resource stations are available in each classroom</p> <p>Working walls provide high levels of support</p> |

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| To ensure that pupils receive feedback which drives learning forward                        | Live marking and verbal feedback is given in each lesson, which addresses misconceptions and introduces challenge<br>High quality, open ended questioning<br>Pupils are expected to edit their work and correct mistakes or find alternative solutions<br>Use of peer and self assessment                                                                                                                                                                                               |
| To develop pupils' conceptual and procedural fluency                                        | Lessons are designed in careful steps to ensure progression<br>Pupils learning of concepts is regarded as a continuum throughout the school<br>Balance of teaching arithmetic through fluency activities and reasoning<br>Pupils are taught the link between fluency and reasoning and how they rely on each other to develop more complex mathematical concepts<br>Specific fluency skills practiced through 11s club                                                                  |
| To provide children with deep, sustainable and meaningful mathematical learning experiences | Flashback 4 addresses previously taught concepts and revisits learning<br>Challenge activities in each session provide opportunities to broaden knowledge<br>Open ended questioning encouraging pupils to justify and explain their reasoning<br>Pupils are taught and expected to choose efficient methods and explain these<br>Pupils are encouraged to spot patterns and make connections, drawing on previous learning<br>Use of stem sentences and precise mathematical vocabulary |
| To develop communication of mathematical ideas, justifications and proofs                   | Provide collaborative learning opportunities<br>All pupils are encouraged to take an active role in lessons through a variety of questioning<br>Provide opportunities for pupils to develop rules and generalisations                                                                                                                                                                                                                                                                   |

## Planning of Mathematics

Staff use a school wide proforma, in which they aim to ensure the following:

- Small steps are carefully planned and in some cases, merged, to ensure that the learning is suitable for pupils' needs and abilities; pupils are introduced to smaller chunks of learning in each lesson to avoid cognitive overload
- The concept of the lesson remains the same for all pupils but activities and support are differentiated; pupils learn at the same pace, in different ways
- Concrete, pictorial and abstract representations are utilised in each lesson
- Technical and specific mathematical vocabulary is introduced, modelled and reinforced

- Challenge opportunities are discretely planned for and teachers use carefully chosen, appropriate published materials to support their teaching
- Plan for possible misconceptions and methods of addressing these within the lesson

## Journaling

Mathematical journaling is an integral part of teaching and learning at St Nicholas Catholic Primary School. It provides pupils with structured opportunities to record their thinking, explain their reasoning and reflect on their learning. Journals serve as a window into pupils' mathematical understanding, supporting teachers in identifying misconceptions, assessing progress and informing next steps.

Types of journaling include:

- Descriptive - Pupils describe what they did and how they did it.
- Evaluative - Pupils explain why they chose a particular method and how effective it was.
- Creative - Pupils apply and express understanding in imaginative ways.
- Investigative - Pupils employ an open-ended approach to solve a problem

Key considerations for journaling:

- Journaling should occur once or twice per week.
- Teachers use professional judgement to decide when journaling best supports learning (e.g. after key concepts or problem-solving lessons).
- All pupils should participate; journaling is not an extension task for early finishers.
- Journaling opportunities are identified within unit plans and lesson sequences
- Teachers model journaling regularly, using visualisers and sentence stems.
- Mathematical vocabulary and sentence structures are displayed in classrooms.
- Pupils are encouraged to include diagrams, bar models, and representations to show their thinking.
- Journaling can include photos of manipulatives used in problem solving.

## Assessment of Mathematics

- Live marking; pupils are given verbal feedback within the lesson to address misconceptions or introduce challenge
- End of unit/term assessments plotted on the White Rose tracker; these cover the topics that pupils have been exposed to and allow teachers to consolidate learning or plan for booster sessions
- Questioning; teachers used open-ended, targeted questioning during Maths lessons to assess pupil understanding and move their learning forward. Such questioning allows support to be directed appropriately

Assessment of journals:

- Journals are reviewed weekly as part of ongoing formative assessment.

- Detailed written marking is not required; misconceptions should be addressed promptly.
- Teachers identify patterns or gaps to inform planning and support.
- Journaling outcomes contribute to teacher assessment and summative judgements.

### **Additional support**

We expect children to primarily have their needs met through quality teaching and support from their class teacher. Additional support may be given to children through effective deployment of teaching assistants and a wide range of resources such as:

- Stem sentences
- Partner talk
- Differentiated tasks
- Knowledge organisers
- Concrete resources
- Visual representations
- Working walls

Where children require more targeted support, the class teacher will liaise with the Special Educational Needs Co-ordinator (SENDCO) to implement further intervention that may take place outside of lessons.

### **Reporting to Parents/Guardians.**

Children's attainment and progress in Mathematics is discussed during Parents' Evenings and written feedback is given within End of Year Reports. Open lines of communication between the child's parent and their class teacher will remain throughout the year to discuss any aspect of their progress.

Communication with parents occurs regularly via the following methods:

- Weekly curriculum newsletter with online links to learning
- TT Rockstars
- MyMaths weekly homework tasks
- Knowledge organisers
- Photos

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### **Staff Development**

Continual Professional Development will be given to staff as a result of any of the following:

- Learning walks
- Book trawls
- Informal discussions/observations
- Lesson observations
- External moderation/collaboration
- Advice/training from external professionals

### **Special Educational Needs (SEN)**

Initially, children identified as having a Special Educational Need (SEN) will be supported by high quality, universal provision in the classroom. Providing for pupils with special educational needs should take account of each pupil's particular learning and assessment requirements and incorporate specific approaches which will allow individuals to succeed.

A range of targeted and specialist support will be implemented as and when necessary.

See SEN policy for further guidance.

### **English as an Additional Language (EAL)**

Our provision for pupils with English as an Additional Language takes account of each pupil's ability and grasp Mathematical knowledge. Teachers should both differentiate planning for these children but also allow them the time to be immersed in the language, modelling high quality talk at every opportunity.

A range of targeted and specialist support will be implemented as and when necessary.

### **Pupil Premium**

Children who are eligible to receive Pupil Premium are closely monitored to evaluate their attainment and progress. Where necessary, children who receive Pupil Premium will be offered additional support and resources to support their learning.

### **Governor Link**

The English Leader will communicate with the Link Governor for Mathematics annually. Communication will include major changes to the subject, priorities reflected in the School Development Plan and the effectiveness of teaching and learning.

### **Monitoring and Evaluation**

This policy has been reviewed and ratified by the governing body.

It will be reviewed biennially by the Mathematics coordinator, in consultation with the staff, and as and when elements of Mathematics are identified or prioritised within the School Development Plan.

Members of the Senior Leadership Team (SLT) will monitor and evaluate adherence to the policy.

Policy written by: K. Smith

Review date: September 2027