

Shining as we learn in
Faith, Family and Friendship!



St William of York Catholic Primary School

Maths Policy 2024-2025

Together, as God's family we are learning through love, forgiveness, respect and courage to use our unique gifts, challenging and transforming our world.

INTENT

At St William of York, we intend to provide a curriculum which caters for the needs of all individuals and equips them with the necessary skills, knowledge and confidence to be successful now and in their future adventures. To do this, we want our pupils to **know more and to remember more** and we believe that practice make permanence.

We want our pupils to make links between prior knowledge and new knowledge and **make rich connections across mathematical ideas**.

We aim that our language-rich curriculum equips pupils with the knowledge and skills to **articulate their thinking** and question ideas.

We aim for all pupils to:

- become **fluent** in the fundamentals of mathematics so that they develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately. The CPA approach is intended to support our pupils with this.
- **Reason mathematically** by following a line of enquiry and develop and present a justification, argument or proof, using mathematical language.
- Be able to **solve problems** by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, and- through the use of bar modelling- have a clear strategy for breaking the problem down into simpler steps. We want our pupils to persevere in seeking a solution.

These skills are embedded across maths lessons at St William's and are developed consistently over time.

IMPLEMENTATION

Teachers at St William's reinforce an expectation that all children are capable of achieving high standards in maths.

- The large majority of children progress through the curriculum content at the same pace; however, the way in which they access the content is adapted to support those who need it

as well as to challenge children appropriately. Children are taught in groups according to their needs and this is informed by teacher judgements throughout a unit of work. Within these groups, the level of support given is adapted; the cognitive demand of the questions and tasks set is also adapted. This ensures that each child is challenged and supported appropriately. At St William's, we have high expectations of what all children can achieve, so children working at greater depth are challenged appropriately by a range of complex problems and extensions. Extensions and challenges are evident in the children's maths books. Progress and attainment is regularly monitored in line with the school's assessment systems.

- Practice and consolidation play a central role in the St William's curriculum. Throughout the week, each child should complete three, 30 minute arithmetic sessions. This is dedicated time to allow children to consolidate their knowledge and basic skills through purposeful practice. This strategy helps to develop fluency.
- To ensure whole consistency and progression, the school uses the White Rose Maths schemes of learning (SOL) and planning resources. Mathematical topics are taught in blocks, to enable the achievement of 'mastery' over time.
- In KS1 and EYFS, questions are almost always presented with objects (concrete manipulatives) for children to use. Children may also use concrete resources in KS2.
- At St William's, we used bar modelling to support children moving from concrete resources, to pictorial and abstract methods.
- In all classes, reasoning sentence frames are used to support children with explaining and justifying their ideas. This supports the children's speaking and listening as well as scaffolding their written responses.

IMPACT

St William's is a nurturing, supportive school and celebrates success. Children experience challenge and success in maths: they get support when they need it and are provided with the scaffolding necessary to become independent and resilient mathematicians. Regular and ongoing assessment for learning and intervention supports and enables the success of every child. Attainment and progress at the end of KS2 is well above national average.