

St John's Catholic Primary School, Bridgnorth



"Let your Light Shine" Matthew 5:16

Maths Policy

Reviewed: October 2025

Reviewed by: G. Welsh

Next review date: October 2026

1. Intent

At St John's, we believe that mathematics empowers pupils to interpret and understand the world around them. Our curriculum is designed to nurture confident, curious, and resilient mathematicians who think logically, reason clearly, and solve problems creatively. Mathematics at St John's is more than procedural fluency; it is about developing deep conceptual understanding so that knowledge can be applied flexibly in new contexts.

Through our Catholic ethos and the Gospel value of perseverance, we aim to cultivate a sense of curiosity and wonder within mathematics. We want every child to "let their light shine" by recognising their own potential to succeed, to take risks in learning, and to enjoy the satisfaction that comes from perseverance and problem solving.

Our curriculum is designed around the principles of mastery. Every child is entitled to a rich mathematical education that emphasises depth before acceleration. Learning is carefully sequenced so that key knowledge and skills are revisited, embedded, and built upon. We ensure that pupils develop fluency in the fundamentals of mathematics, can reason mathematically, and can apply their skills to solve increasingly sophisticated problems.

This intent is underpinned by the principles set out in the Education Endowment Foundation's (EEF) Improving Mathematics in Key Stages 2 and 3 guidance and the Ofsted Mathematics Subject Report (2023), both of which emphasise secure foundations, conceptual coherence, and equality of access for all learners.

2. Implementation

Our curriculum follows and adapts the White Rose Maths scheme to ensure a coherent and cumulative progression from the Early Years to Year 6. This structure provides a clear sequence of small, connected steps that build deep understanding. Teachers use the Department for Education's Ready to Progress criteria as a reference point to prioritise key concepts and secure essential knowledge.

Teaching in mathematics at St John's is guided by evidence-informed practice. Lessons include explicit instruction, guided practice, and opportunities for pupils to reason, conjecture, and generalise. Teachers model thought processes and make connections between different representations so that pupils understand the underlying structure of mathematics, not just procedures.

The use of manipulatives and visual representations is embedded across the school. In line with EEF guidance, these are used purposefully to expose mathematical relationships and support pupils in moving from concrete experiences to pictorial and abstract understanding. As fluency develops, scaffolds are gradually removed to promote independence and flexibility of thought.

Problem solving and reasoning are woven throughout every lesson rather than taught as discrete skills. Pupils are encouraged to use agreed sentence stems and reasoning frames to explain their thinking, justify their answers, and reflect on different approaches. Teachers plan for "intelligent practice" where variation in examples draws attention to key mathematical structures.

Assessment is used formatively to inform teaching and learning. Teachers use questioning, mini-plenaries, and low-stakes quizzes to identify misconceptions and respond in real time. Feedback follows the principles of the EEF Feedback report, focusing on moving learning forward rather than

extensive written marking. Summative assessments are used termly to track progress and identify pupils requiring additional support.

Inclusive practice is central to our implementation. Adaptive teaching ensures that all pupils, including those with SEND or disadvantaged backgrounds, access high-quality classroom teaching before targeted interventions are considered. When interventions are used, they are time-limited, evidence-informed, and designed to complement—not replace—core teaching.

In the Early Years, mathematical learning is embedded through purposeful play and meaningful contexts, following the EEF Improving Mathematics in the Early Years and Key Stage 1 guidance. Staff develop children's number sense, spatial awareness, and mathematical language through daily interactions, songs, games, and stories.

Professional development is a continuous priority. Staff receive regular training on effective pedagogy, representations, reasoning, and metacognitive strategies. Collaborative planning and lesson study enable teachers to refine their practice and maintain consistency across year groups. This aligns with the EEF Metacognition and Self-Regulated Learning guidance, which highlights the value of explicit strategy instruction and reflection in learning.

3. Impact

The impact of our mathematics curriculum is evident in pupils who are fluent, flexible, and reflective learners. They demonstrate secure recall of number facts, can articulate their reasoning using precise mathematical language, and apply their knowledge confidently to unfamiliar problems.

Formative and summative assessment data, alongside pupil voice and work scrutiny, indicate that pupils develop both procedural fluency and conceptual understanding. Progress is monitored against age-related expectations and the Ready to Progress criteria, ensuring that gaps are identified early and addressed swiftly.

Success is also measured through pupils' attitudes: they approach challenges with perseverance, resilience, and curiosity, showing pride in their achievements and a willingness to explain and justify their reasoning. Through mathematics, pupils at St John's learn that mistakes are part of the learning process and that effort leads to growth—a reflection of our ethos to "let your light shine."

4. Monitoring and Evaluation

Mathematics is monitored in accordance with the school's wider curriculum monitoring cycle. The subject leader conducts lesson visits, book looks, planning reviews, pupil voice interviews, and data analysis each term. The focus of monitoring is to evaluate consistency, progression, and the impact of teaching on learning outcomes.

Feedback from monitoring is used to inform professional development, coaching, and future action planning. The mathematics lead provides updates to the senior leadership team and governors each term, highlighting strengths, areas for development, and the impact of ongoing initiatives such as reasoning and problem-solving focus weeks.

The effectiveness of the policy will be reviewed annually, considering national updates, EEF guidance, and Ofsted recommendations to ensure that our practice remains current, evidence-based, and responsive to pupils' needs.

5. Review Cycle

This policy will be reviewed annually by the mathematics subject leader.

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Reviewed by: Deputy Headteacher / Maths Subject Leader – Gemma Welsh