St. Paul's Catholic Junior School

Maths Curriculum and Teaching Policy

October 2025

'Learning from the example of Jesus, our school will be a place where everyone feels loved, valued and encouraged to be and do the best they can.'

Reviewed and agreed by governors	November 2025
Next review	October 2027
Headteacher	J. Luck
Chair of governors	M. Evans

Mathematics is a creative and highly inter-connected discipline that has been developed over centuries, providing the solution to some of history's most intriguing problems. It is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment. A high-quality mathematics education therefore provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject.
(National Curriculum 2014)

Intent

There are several key concepts which drive the Maths curriculum at St. Paul's:

1) MISSION STATEMENT

At St. Paul's Catholic Junior School, everything that we do centres around our Mission Statement:

'Learning from the example of Jesus, our school will be a place where everyone feels loved, valued and encouraged to be and do the best they can.'

We live out this mission statement through developing an ethos and curriculum that encourages our pupils to **be kind, be respectful and be resilient.** As a Catholic school, we believe that fostering a knowledge of Christ and nurturing the spiritual, personal, moral and cultural development of our pupils is fundamental to all that we do.

2) KNOWLEDGE AND HUMANITY RICH

At St Paul's we aim to develop lively, enquiring minds encouraging pupils to become self-motivated, confident and capable in order to solve problems that will become an integral part of their future.

Our curriculum model uses the National Curriculum as its foundation, promoting our core values of kindness, respectfulness and resilience wherever possible. The National Curriculum for mathematics aims to ensure that all pupils:

- become **fluent** in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils have conceptual understanding and are able to recall and apply their knowledge rapidly and accurately to problems

- **reason mathematically** by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language

- can **solve problems by applying** their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

At St. Paul's, through quality first teaching, we apply a progressive model of Maths teaching, based on the statutory programmes of study for Years 3-6. Teaching follows the small steps objectives of the White Rose Maths scheme, sequenced carefully to ensure progression of knowledge and skills. We are, however, responsive to pupils' needs, backgrounds and prior learning, setting high expectations for all and scaffolding learning where appropriate.

3. ORACY

Oracy runs as a thread throughout the entire curriculum, but opportunities to develop these skills further are embedded into Maths lessons, as we recognise the need for our pupils to be able to communicate and reason Mathematically verbally before they can commit their ideas to paper. We believe that the better our pupils' speaking and listening skills in Maths, the better their written work. We aim to promote a talk and vocabulary rich environment in all lessons.

4. RESILIENCE

Throughout all of our learning and application of that learning, we promote a growth mindset approach. We aim to encourage resilience amongst our pupils, an 'I can…' attitude which perseveres when challenges are faced

5. MENTAL WELLBEING

We aim to promote positive self-esteem in all lessons, encouraging a love of learning and self-belief by praising pupils' successes.

6. TRANSITION

We aim to work closely with our feeder infant school, enabling a smooth transition in skills and knowledge from KS1 to KS2. We also aim to ensure that pupils' Maths skills prepare them for the demands of KS3.

We are committed to weaving career related learning through our Maths curriculum to prepare all of our pupils for the future.

In all Maths lessons, we highlight and reference nine key life skills:

- **Listening:** ability to listen critically to others
- **Presenting (speaking):** speaking clearly & ability to present oneself
- **Problem Solving:** finding many solutions to a problem
- **Creativity:** thinking of new / different ways to do things
- **Staying Positive:** being resilient in challenging situations
- **Aiming High:** aspiring to do your best in any task/ career
- **Teamwork:** being able to get along with others
- **Leadership:** ability to make difficult decisions and get support from others
- **Adaptability:** ability to thrive and cope in changing conditions

Implementation

Children receive a miminum of five hours Maths teaching a week at St. Paul's Maths lessons are planned in accordance with White Rose small steps planning, to ensure full coverage of year group expectations. New knowledge and skills build on what has been learnt before and learning is revisited across and between year groups, to ensure greater retention. Basic skills lessons also take place throughout the week, focusing on foundational Maths skills that will support better understanding in Maths lessons.

We believe a CPA (concrete - abstract - pictorial) approach to Mathematics is important to make connections between concrete materials, models and images, mathematical language, symbolic representations and prior learning. This approach is a flexible way children can build independence and confidence in the mathematic ability. Concrete equipment is not just used as a tool to support the early stages of a skill, but also as a tool to enhance reasoning and problem solving activities. We are a well-resourced in maths apparatus and it is used regularly across all pupils and all classes.

Vocabulary development is integral to the teaching of maths within St. Paul's. Progression maps for vocabulary are used to ensure prior learning in this area is built on from year to year. Vocabulary is the starting point of each new topic / area of learning. As a school, vocabulary is mapped out progressively for each topic across the school. This is used and displayed in every classroom to ensure consistency with teaching approaches.

Numberstacks is an intervention which is used to support those pupils who are working below age related expectations. It is designed to look at the key skills children need to access Mathematics. It breaks the key skills down into small steps which will be focused up during small group sessions with learning support assistants. The children are assessed before the sessions starts and again after the set number of sessions to look at progress.

Assessment

The monitoring cycle is set out by the senior leadership team at the beginning of each academic year. Monitoring includes book looks, lesson visits, learning walks, pupil/staff voice surveys and guidance days (completed in conjunction with SIL where appropriate). All monitoring undertaken serves to improve our practice, with the aim of bettering the outcomes for our pupils.

Formative assessment is an integral part of daily lessons and is first and foremost the essence of helping making our pupils make instant progress in their historical knowledge and in their skills. This is done through a mixture of high level questioning, discussion, Oracy activities and written work. We use live marking and verbal feedback in all lessons to enable teachers to target next steps for pupils effectively. Opportunities for children to review and improve their learning are embedded into each lesson. Children are given the opportunity to evaluate their own work, and that of their peers. During and on completion of a piece of work, the teacher responds, identifying areas for development. Children's work is valued, celebrated and displayed around the class and school.

Formal assessments take place in Maths twice yearly, using NFER age appropriate materials or past SATs papers.

Termly data drops take place for Maths. These provide a 'snapshot in time' of pupils' understanding related to age related expectations as well as showing progress over time. They also help us to analyse trends and also hone in on vulnerable groups that might require further support or intervention.

Implementation regarding SEND and inclusion

Teachers at St. Paul's Junior School consistently plan from the outset, set high expectations, suitable challenges and remove any barriers for learning, for all pupils. We firmly believe that 'good teaching for pupils with SEND is good teaching for all' (EEF 2020). Quality First Teaching is paramount to this and teachers will also encourage and support independence wherever possible so that the children are able to learn more, complete more independently, remember more and prepare for the tomorrow. Many of our strategies are based on Rosenshine's Principles for Learning and are also in line with EEF guidance on high quality teaching and special educational needs in mainstream settings (2021). Retrieval practice is central to our approach, as we recognise that new learning is fragile and that knowledge must be revisited to embed it and help children commit learning to long term memory. Our classroom environments support the children's long term learning as much as possible. Display boards within all classrooms are added to progressively from lesson to lesson in topics with key vocabulary. These can then be referred back to in the next lesson to promote sticky learning and to scaffold all children in retaining key language and information. Retrieval quizzes at the start of lessons ensure that prior learning is revisited. Our curriculum is designed in such a way as to ensure that prior learning is revisited and can be progressively built upon.

Teachers use appropriate assessments to help inform their planning, this way a person-centered approach ensures progress is made and makes their learning a personalised experience. This approach is used for all pupils in the class, focusing particularly on the following groups of children:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEND
- Pupils with English as an additional language (EAL)
- Pupil premium children
- Pupils with summer birthdays

Teachers will plan lessons so that pupils with SEND are able to successfully access the English curriculum and ensure that there is no ceiling placed on their learning or what they can achieve. This includes promoting independence and allowing the children to feel a sense of equality and belonging in their classroom environment. We aim for all children, as far as possible, to be able to access learning in lessons. The children are supported in many different ways and this support is adjusted according to the children's needs and their way of learning, processing information and recording their work. These strategies include:

- Oral rehearsal of sentences before committing ideas to paper.
- Vocabulary written on board for all children to access (or on a whiteboard for a specific child/group).
- Screen shots taken of board work and placed in front of the children on an ipad.
- Extra/focused explanation.
- Video recording of work if writing is an issue/use of speech notes on Book Creator.
- Modelling of work before asking children to complete it.
- Sentence stems written on board to help children to frame their answers.
- Step by step instructions for a task. These can be voice recorded if needed.
- Tasks chunked with breaks as required.
- Use of a task organiser to increase independence levels.
- Use of concrete resources where needed.
- Overlearning and precision teaching of facts and information needed for the topic.
- Additional time to complete tasks and process information if needed.
- Use of concept cartoons to promote critical thinking.
- Peer/group work (particularly structured talk).
- Visual formats to help them to manage their time more effectively.
- Speaking slowly and getting children to confirm his understanding by asking questions regularly.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, our whole school focus on Oracy is an important level of support for these children. This enables teachers to support pupils to take part in all subjects.

Impact

- to enable all of our pupils to make good progress across all areas of the Maths curriculum, from whatever the individual's starting point may have been. We define progress as knowing more and remembering more. It is the widening and deepening of knowledge, skills, understanding and behaviours.

- to provide pupils with vocabulary rich experience, enabling them to communicate their mathematical understanding confidently

- for pupils leaving us to be well prepared for the next stage in their lives, particularly for the further study across the curriculum in KS3, but also with skills that they can take forward into their future careers.

- for all pupils to feel inspired that they can use their Mathematical knowledge and skills to see ways in which they can make a positive difference in their own lives, within society and to the world around them.