Intent

At Holy Name, we believe that mathematics is an essential part of every child's education and should be valued throughout school life. Our children should understand how important mathematics is for everyday life and their future, and it is our aim that every child leaves Holy Name with the mathematical knowledge, skills and confidence needed for the next stage of their education and beyond.

We place a strong emphasis on securing fundamental mathematical knowledge and skills and provide regular opportunities for these to be practised and refined. Every member of staff places a high priority on mathematics and provides opportunities for children to use, develop and explain their mathematical thinking. We encourage pupils to explore different approaches, make connections and explain and justify their solutions.

The National curriculum in England: mathematics programmes of study identifies mathematics as an interconnected discipline and emphasises the importance of fluency, mathematical reasoning and problem solving. These principles underpin our mathematics curriculum at Holy Name.

Holy Name's mathematics curriculum ensures that children are well prepared for the next stage of their education and for later life. We aim to provide high-quality, consistent mathematics teaching so that all pupils are supported and challenged to achieve well.

We aim for all of our children to become confident and successful mathematicians who:

- have a strong conceptual understanding of mathematics, its structures and its relationships;
- can recall and apply their knowledge confidently, accurately and efficiently;
- develop secure number sense and fluency in key number facts;
- are secure in using appropriate mental and written methods and understand the mathematics that underpins them;
- can represent mathematical ideas in different ways;
- reason mathematically and explain and justify their thinking;
- can apply their knowledge to solve a range of routine and non-routine problems.

We place fluency, reasoning and problem solving at the heart of our mathematics teaching, reflecting the aims of the National Curriculum.

We recognise that communication and collaboration are important skills and provide opportunities for children to discuss mathematical ideas, use appropriate mathematical vocabulary and explain their reasoning.

The expectation is that all children experience appropriate challenge. Teachers foster a positive attitude towards mathematics in which pupils understand that making mistakes, persevering and experiencing productive struggle can all form valuable parts of learning. Through careful

assessment, planning and teaching, we aim to ensure that pupils develop secure mathematical foundations before building upon them.

Teaching and Learning

High-quality mathematics teaching is underpinned by strong subject knowledge and a clear understanding of how children learn mathematics.

Clear policies, collaborative working and regular professional development support staff in developing their expertise and consistency of practice across school.

This includes:

- delivering the school's mathematics curriculum thoroughly and consistently;
- developing and maintaining strong mathematical subject and pedagogical knowledge;
- making connections between mathematical concepts so that pupils build a coherent understanding of mathematics;
- using representations and practical resources effectively to promote inclusive teaching and conceptual understanding;
- providing regular opportunities to practise and retrieve important mathematical knowledge;
- using concrete, pictorial and abstract representations appropriately to develop understanding;
- identifying and addressing misconceptions promptly;
- using assessment effectively to adapt teaching and identify pupils who require additional support or challenge.

Teaching is guided by evidence-informed principles of effective instruction. This includes reviewing prior learning, presenting new material in manageable steps, asking purposeful questions, modelling mathematical thinking, guiding pupil practice, checking understanding, providing appropriate scaffolding and allowing pupils sufficient opportunities for independent practice and retrieval.

Children are encouraged to think deeply about their learning and to make connections between new and previously acquired mathematical knowledge. This is supported by our use of 'Thinking Moves'.

Inclusion

The following principles inform and guide our policy and practice:

- meeting the diverse needs of our pupils is embedded within our approach to teaching and learning;
- it is the responsibility of the school to identify and reduce barriers to learning and enable every child to access and make progress through the mathematics curriculum;
- equality of opportunity does not necessarily mean identical provision for every child;
- all pupils are entitled to an ambitious mathematics curriculum.

In order for every child to participate effectively, teachers need to know their pupils well and understand their individual strengths, needs and barriers to learning. For pupils with SEND, teachers take account of relevant individual plans, profiles and identified strategies.

High-quality inclusive teaching benefits all pupils. Teachers use appropriate adaptations, representations, scaffolding, questioning, mathematical language and practical resources to enable pupils to access the same ambitious curriculum wherever possible.

We respond to children's diverse learning needs by:

- creating effective and supportive learning environments;
- securing pupils' motivation, engagement and concentration;
- providing equality of opportunity through appropriate adaptations to teaching;
- using concrete resources and mathematical representations purposefully;
- providing explicit teaching of mathematical vocabulary;
- identifying gaps and misconceptions through ongoing assessment;
- providing additional practice and intervention where needed;
- regularly assessing the impact of additional provision;
- providing opportunities for pupils who grasp concepts rapidly to deepen their understanding through more complex reasoning and problem solving rather than simply moving on to new content.

Curriculum

Early Years Foundation Stage

Mathematics in Nursery and Reception is taught in accordance with the current statutory Early Years Foundation Stage framework.

The current 2026 EYFS statutory framework for group and school-based providers includes Mathematics as one of the seven areas of learning and development.

Nursery

Children in Nursery are provided with frequent and varied opportunities to develop a secure foundation in mathematics.

Mathematical learning takes place through planned, purposeful play, adult-led teaching, interactions and child-initiated activity. Children are given opportunities to develop understanding of number, numerical patterns, shape, space and measure through meaningful experiences.

There are regular opportunities for children to explore mathematics within continuous provision, outdoor learning and enhancements linked to current learning.

Children are supported to develop secure understanding through carefully chosen practical experiences, mathematical talk, repetition and appropriate representations. Adults use observation, interaction and questioning to identify pupils' understanding and determine appropriate next steps.

Pupils who demonstrate secure understanding are challenged to deepen and apply their learning, while children who require additional support are provided with further opportunities to develop the necessary knowledge before moving on.

Reception

In Reception, mathematics planning is informed by the statutory EYFS framework alongside appropriate curriculum and professional materials.

Maths is taught daily through a combination of adult-led teaching, focused activities, purposeful play and continuous provision. Previous learning is regularly revisited and new concepts are carefully introduced.

Where appropriate, links are made to other areas of learning so that children can use mathematics in meaningful contexts.

Children have opportunities to practise and apply their mathematical understanding throughout the indoor and outdoor learning environment. Adults use observation, questioning and interaction to extend learning, identify misconceptions and support children in making connections.

Years 1 to 6

The school follows the statutory National curriculum in England: mathematics programmes of study for Years 1 to 6.

White Rose Maths is used to support curriculum sequencing, coverage and planning. Teachers use their professional judgement to adapt materials and teaching to meet the needs of each cohort while ensuring appropriate coverage of the National Curriculum.

Teachers also draw upon the DfE Ready-to-Progress criteria which identifies important conceptual knowledge and connections from Year 1 to Year 6 and is intended to support pupils' mastery of the primary mathematics curriculum.

Holy Name follows a teaching for mastery approach to mathematics. Important mathematical concepts are broken into coherent steps which enable pupils to build upon previous knowledge, make connections and develop a deep and secure understanding.

The school's mathematics curriculum provides opportunities for pupils to apply mathematics through carefully selected tasks. Children are encouraged to persevere with problem solving and explain and justify their mathematical reasoning.

While mathematical concepts are explicitly taught within mathematics lessons, pupils are also given meaningful opportunities to apply their mathematics within other curriculum areas and real-life contexts.

The curriculum encourages children to:

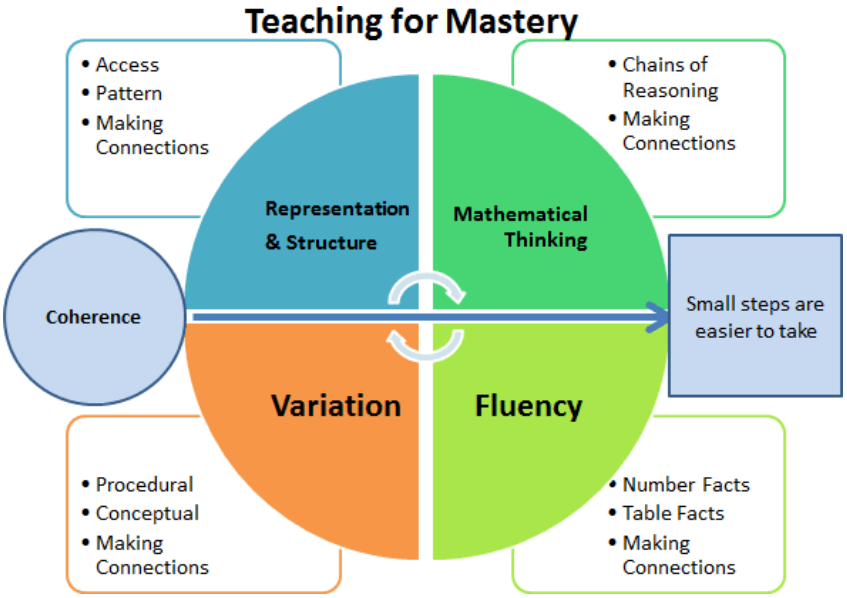
- explore mathematical ideas;
- make connections;
- identify patterns;
- recognise relationships;
- generalise;
- reason and justify;
- apply their knowledge;
- solve problems.

A secure understanding of place value and key number facts is essential. Teachers make purposeful use of concrete materials and representations to support conceptual understanding. These may include counters, Numicon, Base Ten, place-value counters, counting sticks, Cuisenaire rods, number lines, hundred squares, arrays, part-whole models and bar models.

Concrete and pictorial representations are selected according to the mathematical concept being taught and pupils' needs. They are not viewed simply as resources for younger or lower-attaining pupils and may be used at any stage where they help pupils to explore or communicate mathematical structure.

Children have opportunities to investigate numbers, measures, geometry and patterns and to explore mathematical reasoning and proof at an age-appropriate level.

See also the school's Calculation Policy.

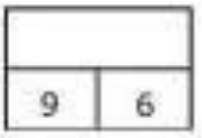


(NCETM https://www.ncetm.org.uk/resources/49450)

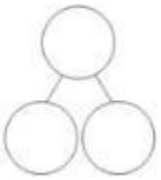
Teaching for Mastery is under pinned by four areas, these include:

- Representation and Structure
- Mathematical Thinking
- Variation
- Fluency

Representation and Structure focuses on how concepts in Mathematics are presented in different ways and forms for example when adding 2 numbers together it could be presented in many different ways:



Bar Model Representation



Part/Whole Model Representation

9 + 6 =_____

Number Sentence Representation

Nine ones and 5 tens

Place Value Representation

At Holy Name we believe that it is important to expose children to many different representations and structures. This will enable a child to demonstrate mastery in a particular area of Mathematics if they are able to apply this within a range of different situations.

Mathematical Thinking requires children to be able to work through problems systematically rather than through `trial and error`. Children should be able to look for patterns and relationships and make connections. Children are able to demonstrate their mathematical thinking by explaining their methods and thought process when solving a mathematical problem.

Fluency is split into two areas:

- Procedural fluency
- Conceptual fluency

Procedural fluency is the ability to apply procedures accurately, efficiently, and flexibly; to transfer procedures to different problems and contexts; to build or modify procedures from other procedures; and to recognise when one strategy or procedure is more appropriate to apply than another.

Conceptual understanding is knowing the procedural steps to solving a problem and understanding why those algorithms and approaches work. This level of understanding has students reaching higher depths of knowledge because they are making connections from one skill to another.

Fluency relies on the quick and efficient recall of facts and procedures and the flexibility to move between different contexts and representations of Mathematics.

Variation is also split into two areas like fluency:

- Procedural variation
- **Conceptual variation**

Procedural variation – This is a deliberate change in the type of examples used and questions set, to draw attention to certain features.

Conceptual variation – When a concept is presented in different ways, to show what a concept is, in all of its different forms.

NCETM (https://www.ncetm.org.uk/resources/50042)

Planning

Teachers plan for secure curriculum coverage and depth through daily mathematics teaching and additional opportunities to develop number fluency and recall.

Planning takes account of:

- prior learning;
- the intended mathematical knowledge and concepts;
- appropriate representations and manipulatives;
- mathematical vocabulary;
- likely misconceptions;
- opportunities for guided and independent practice;
- fluency and retrieval;
- reasoning and problem solving;
- appropriate adaptations for pupils who require additional support;
- opportunities to deepen understanding for pupils who grasp concepts rapidly.

Where Holy Name has mixed-age classes, teachers plan carefully to ensure appropriate coverage of the National Curriculum for each year group.

Curriculum organisation for mixed-age classes enables pupils to access the appropriate mathematical content while allowing teachers to make meaningful connections between related concepts where appropriate. Planning is adapted according to pupils' prior knowledge and identified gaps, rather than relying on fixed attainment groups.

Lessons may include opportunities for:

- practical mathematical activity;
- purposeful use of manipulatives and representations;
- mathematical games;
- fluency practice;

- reasoning and problem solving;
- individual, paired, small-group and whole-class discussion;
- a range of mathematical tasks;
- mental and written calculation;
- outdoor and real-life mathematical learning.

Planning is consistent with Holy Name's Calculation Policy, which sets out progression in calculation and the representations and methods used to support the development of conceptual understanding.

Classes are mixed attainment and grouping within classes are flexible and purposeful. Groupings may change according to the concept being taught, assessment information and pupils' needs.

All pupils have access to high-quality mathematics teaching. Where additional intervention is required, this complements the curriculum and support pupils in successfully accessing classroom mathematics rather than unnecessarily narrowing their entitlement.

See also the school's Calculation Policy, SEND Policy, Assessment Policy and Homework Policy.

Resources

At Holy Name, we recognise the importance of carefully selected manipulatives and representations in developing mathematical understanding.

Children have opportunities to explore mathematical structures using concrete resources and pictorial representations alongside abstract notation.

Concrete, pictorial and abstract representations are not regarded simply as three stages which pupils move through and leave behind. Teachers select and revisit representations where they support pupils in understanding mathematical structures, making connections and explaining their reasoning.

Children and staff have access to a wide range of practical resources, which may include:

- Numicon;
- Base Ten;
- place-value counters;

- counting sticks;
- Cuisenaire rods;
- bead strings;
- number lines;
- hundred squares;
- array models;
- multiplication grids;
- fraction resources;
- part-whole models;
- bar models.

Teachers explicitly model how resources and representations connect with mathematical notation and language so that pupils develop secure conceptual understanding and increasingly efficient approaches.

The school regularly reviews mathematical resources to ensure that classrooms have appropriate materials to deliver the mathematics curriculum effectively.

Assessment

Assessment is used purposefully to inform teaching and learning. Teachers identify what pupils know and understand, recognise misconceptions and gaps and use this information to determine appropriate next steps.

Assessment is proportionate and supports teaching rather than create unnecessary workload.

At Holy Name, assessment in mathematics includes:

- ongoing formative assessment during lessons;
- purposeful questioning and discussion;
- observation of pupils' mathematical thinking;
- review of pupils' work;
- retrieval and review of previously taught content;
- appropriate end-of-unit or diagnostic assessment;
- standardised assessments where agreed by school;
- pupil progress discussions;
- statutory assessments where applicable.

Feedback enables pupils to understand and improve their mathematics. This may be provided verbally, through questioning, whole-class feedback, live marking or written feedback, in accordance with the school's Feedback Policy.

Assessment information is used to identify pupils who require additional teaching, practice, support or challenge. Where interventions are implemented, their impact is monitored to determine whether pupils are successfully closing identified gaps and transferring their learning into classroom mathematics.

Towards the end of the school year, teachers review pupils' overall progress and attainment using an appropriate range of evidence. Relevant information is shared with parents and carers and with the pupil's next teacher to support effective transition.

Statutory assessment requirements are followed in accordance with current national guidance.

See also the school's Feedback Policy and Assessment Policy.

Teaching Assistants and Higher Level Teaching Assistants

Teaching Assistants and Higher Level Teaching Assistants play an important role in supporting pupils' mathematical learning.

They work alongside teachers to:

- support pupils within lessons;
- use appropriate questioning, representations and manipulatives;
- provide carefully planned interventions and additional practice;
- identify misconceptions and gaps in understanding;
- support pupils in developing mathematical language;
- promote independence rather than over-directing pupils;
- provide appropriate feedback;
- share relevant assessment information with the class teacher.

Teaching assistants support pupils in accessing high-quality classroom teaching wherever possible. Scaffolds and support should promote independence and be reduced appropriately as pupils become more secure.

The class teacher retains overall responsibility for pupils' progress, assessment and the planning of subsequent teaching.

USE OF TECHNOLOGY

Technology may be used within mathematics where it enhances teaching, learning, practice, exploration or assessment.

Digital resources are selected purposefully and complement, rather than replace, high-quality mathematical teaching and interaction.

Calculators are used where appropriate to the mathematical objective and in accordance with National Curriculum expectations. They enable pupils to explore mathematical ideas, solve appropriate problems or check calculations rather than replace the development of essential mental and written calculation skills.

Children may access school-approved online mathematics platforms both at home and in school to support retrieval, practice and fluency.

Technology may also be used to represent mathematical ideas, collect and analyse data and allow pupils to explore patterns and relationships efficiently.

Barriers to Learning

At Holy Name, we have high expectations for all pupils and recognise the importance of identifying and addressing barriers to mathematical learning as early as possible.

Teachers use assessment to identify the specific knowledge, concepts or skills that are preventing pupils from making progress. Support is then targeted closely to pupils' identified needs.

Where gaps need to be addressed, pupils may receive additional teaching, pre-teaching, same-day intervention or structured intervention as appropriate. Intervention are carefully matched to need, delivered effectively and reviewed regularly to assess its impact.

The school regularly reviews its intervention provision and adapts this according to pupil need and evidence of impact.

Leadership

The Mathematics Subject Leader works closely with senior leaders, teachers, support staff and governors to promote high-quality mathematics teaching and learning across the school.

The Mathematics Subject Leader is responsible for:

- providing a clear vision for mathematics across the school;
- ensuring the curriculum is ambitious, coherent and appropriately sequenced;
- supporting consistency in mathematics teaching across year groups;
- monitoring teaching and learning through an appropriate range of activities, which may include learning walks, pupil voice, work scrutiny and professional discussion;
- monitoring pupils' attainment and progress and identifying priorities for improvement;
- supporting teachers' mathematical subject and pedagogical knowledge;
- identifying and organising appropriate continuing professional development;
- monitoring the implementation and impact of interventions;
- ensuring appropriate mathematical resources are available and used effectively;
- supporting effective transition between EYFS, Key Stage 1 and Key Stage 2;
- keeping up to date with national developments in primary mathematics and communicating relevant changes to staff;
- evaluating the impact of actions within the School Improvement Plan.

The Mathematics Subject Leader works in partnership with members of the leadership team and governors to maintain a high profile for mathematics and support continued improvement across the school.

The link governor for mathematics works with the subject leader to develop an understanding of mathematics provision and to provide appropriate support and challenge.