



St Anne's Catholic Primary School *Maths Policy*

Subject: Mathematics

Subject Leader: Chelsea Wilkinson

Date: September 2026

Review Date: September 2028

Subject Vision & Rationale

At St Anne's, we believe that mathematics is an essential life skill that enables pupils to make sense of the world around them. Through high-quality teaching and a carefully sequenced curriculum, we aim to develop confident, resilient and fluent mathematicians who can reason, solve problems and apply their knowledge in a range of contexts.

Using the Lancashire Red Rose Maths Scheme, pupils develop a deep understanding of mathematical concepts through a mastery approach. Mathematics promotes logical thinking, perseverance and curiosity, equipping children with the skills required to succeed in education and everyday life. The curriculum builds cultural capital by enabling pupils to understand and use mathematics in the wider world, preparing them for future learning and employment.

Aims & Objectives

- To ensure full coverage of the National Curriculum for Mathematics.
- To develop pupils' fluency in calculation and mathematical procedures.
- To enable pupils to reason mathematically using precise mathematical language.
- To foster confidence and resilience when solving problems.
- To develop a deep and secure understanding of mathematical concepts through a mastery approach.
- To ensure pupils can apply their mathematical knowledge across the curriculum and in real-life situations.
- To promote positive attitudes towards mathematics and an enjoyment of learning.

Curriculum Intent

The Mathematics curriculum is carefully structured using the Lancashire Red Rose Maths Scheme to ensure progression in knowledge, skills and understanding from EYFS to Year 6. Learning is sequenced in small, manageable steps to support deep understanding and long-term retention.

The curriculum is built around three key aims of the National Curriculum:

- Fluency – developing efficient recall and application of mathematical facts and procedures.
- Reasoning – explaining mathematical thinking and making connections between concepts.
- Problem Solving – applying knowledge to a variety of contexts and challenges.

Key areas of learning include:

- Number and Place Value
- Addition and Subtraction
- Multiplication and Division
- Fractions, Decimals and Percentages
- Measurement
- Geometry
- Statistics
- Ratio and Proportion (KS2)
- Algebra (Upper KS2)

Mathematical vocabulary and key concepts are revisited regularly through retrieval practice, regular review sessions and intelligent practice to strengthen pupils' understanding over time.

Curriculum Implementation

Teachers follow the Lancashire Red Rose Maths long-term and medium-term planning documents to ensure consistency, progression and curriculum coverage across the school.

Lessons follow a mastery approach, allowing pupils to develop conceptual understanding before moving to greater depth. New learning is introduced through carefully structured small steps, practical resources and mathematical discussion.

Children are encouraged to:

- Explore concepts using concrete resources and pictorial representations.
- Explain their reasoning using mathematical vocabulary.
- Make connections between different areas of mathematics.
- Solve problems in a variety of contexts.
- Develop fluency through regular practice and retrieval activities.

The CPA (Concrete, Pictorial and Abstract) approach is embedded throughout teaching to support conceptual understanding and progression.

SEND and EAL pupils are supported through carefully chosen representations, scaffolds, targeted intervention and adaptive teaching while maintaining high expectations for all learners.

Curriculum Impact

Impact is evident through pupils' ability to confidently recall mathematical facts, explain their reasoning and solve increasingly complex problems. Pupils demonstrate positive attitudes towards mathematics and apply their knowledge across a range of contexts.

Children develop secure mathematical understanding that prepares them for future stages of education. They are able to communicate their mathematical thinking effectively using appropriate vocabulary and methods.

Progress is measured through ongoing formative assessment, end-of-unit assessments, pupil discussions, work scrutiny and statutory assessment outcomes.

Progression & Sequencing

The Lancashire Red Rose Maths progression documents ensure that mathematical knowledge and skills build systematically from EYFS to Year 6. Concepts are revisited and developed over time to secure long-term retention and mastery.

In EYFS, children develop number sense, counting skills and an understanding of patterns, relationships and mathematical language.

In KS1, pupils secure number fluency, place value understanding and confidence with the four operations.

In KS2, pupils deepen conceptual understanding, develop efficient calculation strategies and apply mathematics to increasingly complex reasoning and problem-solving tasks.

Key milestones include:

- Secure counting and number recognition by the end of EYFS.
- Fluency within 100 and recall of key number facts by the end of KS1.
- Secure multiplication and division knowledge and effective reasoning skills by the end of Lower KS2.
- Confident application of mathematical knowledge and problem-solving strategies by the end of KS2.

Assessment & Monitoring

Assessment is ongoing through observation, questioning, low-stakes quizzes, retrieval activities and analysis of pupils' work. Teachers use Red Rose guidance alongside professional judgement to identify next steps in learning.

Termly assessments are used to monitor attainment and progress. Data is analysed to identify trends, strengths and areas for further development.

Subject leader monitoring includes lesson visits, planning scrutiny, work scrutiny, pupil voice activities and assessment analysis. Evidence is triangulated to ensure accurate evaluation of curriculum implementation and impact.

Inclusion & Equal Opportunities

All pupils are entitled to access a high-quality mathematics curriculum. Learning is adapted to meet the needs of all learners while maintaining ambitious expectations.

Teaching focuses on securing understanding for every child, ensuring pupils are supported and appropriately challenged. Mathematical success is promoted for all pupils regardless of background, attainment level or additional need.

Enrichment & Cultural Capital

Mathematics is enriched through:

- Mathematical investigations and challenges.
- Cross-curricular application of mathematical skills.
- Real-life problem-solving opportunities.
- Participation in maths-themed events and competitions where appropriate.
- Use of practical resources and technology to enhance mathematical understanding.
- Opportunities to explore the role of mathematics in everyday life and future careers.

Roles & Responsibilities

Teachers: Deliver the Lancashire Red Rose Maths curriculum with fidelity, ensuring high-quality teaching and consistent progression across year groups.

Subject Leader: Monitor implementation and impact, provide guidance and CPD, manage resources and drive continual improvement within mathematics.

SLT/Governors: Ensure statutory coverage and support the development and effectiveness of mathematics across the school.

Resources

Core resources include Lancashire Red Rose Maths planning materials, White Rose compatible resources where appropriate, manipulatives such as base ten, counters, number lines, place value charts, Numicon and mathematical equipment. Digital tools and online platforms are used to enhance teaching and learning. Resources are reviewed regularly and maintained to support high-quality provision.

CPD & Subject Development

The subject leader engages with Lancashire Mathematics Team training, Red Rose Maths professional development opportunities and wider mathematics networks to ensure current best practice informs teaching and learning. CPD priorities focus on mastery pedagogy, mathematical reasoning, adaptive teaching and the effective use of manipulatives.

Policy Review Cycle

Review frequency: Every 2 years

Next review date: September 2028