



# Holy Rood Catholic Primary School, Swindon



## Maths Policy



## School Vision:

### Belong

At Holy Rood Catholic Primary School we will provide a nurturing and inclusive environment enthused by the Spirit of Christ to enable everyone to make a positive contribution, both to the school and the wider community. We will show love, compassion and respect for others.

A sense of unity will be created by forming relationships that are based on trust, loyalty, forgiveness and acceptance; we will endeavour to act justly and be peacemakers as Christ's disciples, inspired by the Gospel values.

We will encourage a sense of responsibility and help children learn to appreciate God's world around them through reflection, mission, prayer, healing and peace.

### Learn

We resolve to develop a sense of awe and wonder at God's creation for our children - where creativity flourishes and everyone is inspired to learn, demonstrating a curiosity about the world around them.

We will strive to ensure that all of our learners are able to face new challenges with confidence, in a Christian learning environment where informed risk taking and a resilient attitude are welcomed, encouraged and achieved.

Our positive and enthusiastic approach to teaching and learning will motivate every person. Each will know that they are uniquely loved by God. We will continue to enjoy our learning and reflect on our efforts and achievements, inspiring us to always try our best.

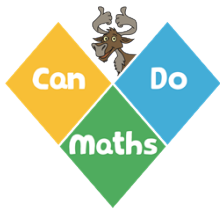
### Achieve

The children will be determined in their daily challenges, gaining confidence in their own ability, imagining what they could achieve with continued effort and commitment and working to fulfil the exclusive plan God has for each of them.

By fully engaging in all aspects of school, children will go on to accomplish as ambitious and competent individuals, always striving to achieve their full potential and positively participating in God's world.

## Children's Mission Statement:





**Maths@HolyRoodPrimary**  
*Belief + Hard Work + Understanding = Success*

## **Our Maths Vision:**

At Holy Rood, we believe that mathematics is an important, creative discipline that helps us to understand and change the world. We want all pupils at Holy Rood to experience the beauty, power and enjoyment of mathematics and develop a sense of curiosity about the subject.

In order to achieve this, we foster positive 'can do' attitudes, believe all children can achieve in mathematics and teach for **secure and deep understanding** of mathematical concepts. We use mistakes and misunderstandings as an essential part of learning and provide challenge through rich and sophisticated problems before acceleration through new content.

Using a teaching for mastery approach, each mathematics lesson will incorporate the 'Fab **Four**' components to ensure each session has one 'KITE' so that all children will fly:

### + **K**ey Learning Point:

The mathematics Curriculum is based around a set of 'themes' and sequences of lessons are designed and taught using **small, manageable** 'Key Learning Points.'

### + **I**ntelligent Practice:

Mathematics lessons focus on developing conceptual understanding, challenging thinking by solving familiar and unfamiliar problems and **avoiding mechanical repetition**.

### + **T**he answer is only the beginning:

Solutions are shared, explained and discussed to deepen understanding.

### + **E**xamples and non-examples:

Tasks are designed using **variation theory**. Opportunities to vary 'What it is' (standard and non-standard), 'what it's not,' and apply understanding to solve problems and make connections.

## Curriculum Intent: Skills

We aim for all pupils to:

- ✓ Become fluent in the fundamentals of mathematics (see year by year Curriculum Maps) so that they develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- ✓ Solve problems by applying their mathematics to a variety of problems with increasing sophistication, including in unfamiliar contexts and to model real-life scenarios.
- ✓ Reason mathematically by following a line of enquiry and develop and present a justification, argument or proof using mathematical language.
- ✓ Have an appreciation of number and number operations, which enables mental calculations and written procedures to be performed efficiently, fluently and accurately.

## Curriculum Implementation:

### Key Stage One:

| Mathematics Lessons: Teach Up<br>M/T/W/T/F (45 mins) |                                  | Maths On Track Meetings:<br>Number Sense<br>M/T/W/T/F (20 mins) |
|------------------------------------------------------|----------------------------------|-----------------------------------------------------------------|
| <i>'Learning Together'</i>                           | <i>'Support &amp; Challenge'</i> | Number Sense Sessions<br><i>Daily Number Fluency</i>            |

### Year 3:

| Mathematics Lessons: Teach Up<br>M/T/W/T/F (45 mins) |                                  | Maths On Track Meetings:<br>Autumn Term: Number Sense<br>M/T/W/T (25 mins)<br>Keep Up Friday (25 mins)<br><br>Spring Term Onwards: Keep Up<br>M/T/W/T/F (25 mins)           |
|------------------------------------------------------|----------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <i>'Learning Together'</i>                           | <i>'Support &amp; Challenge'</i> | Autumn Term: Number Sense<br>Sessions<br><i>Daily Number Fluency</i><br><br>Spring Term Onwards:<br>Deliberate Practice Sessions<br><i>Arithmetic/Intervention/Practice</i> |

### Year 4-6:

| Mathematics Lessons: Teach Up<br>M/T/W/T/F (45 mins) |                                  | Maths On Track Meetings:<br>Keep Up<br>M/T/W/T/F (25 mins)              |
|------------------------------------------------------|----------------------------------|-------------------------------------------------------------------------|
| <i>'Learning Together'</i>                           | <i>'Support &amp; Challenge'</i> | Deliberate Practice Sessions<br><i>Arithmetic/Intervention/Practice</i> |

## Mathematics Lessons

At Holy Rood, each lesson focuses on a manageable step of new learning (Key Learning Point) based on the National Curriculum statements. The 45 minute, focused sessions allow our children to 'linger longer' on mathematical concepts in order to gain a deep and secure understanding of the new learning.

### **Typical Lesson design:**

1) Recap It: Review of last lesson's small step. Share a multiple choice problem, designed to address common misunderstandings as a class, and discuss which answer is correct and how they know. Use questioning to allow children the opportunity to reason why other options are incorrect, as well as how they know what the correct answer is, linking back to previous learning and the last lesson's maths motto.

2) Hook It: Introduction

3) Teach It: Live modelling of the new learning with explicit use of potential misunderstandings, generating a '**maths motto**' for the session to display on the working wall.

4) Practise It: All children practise together. Assessment for learning is used to provide effective **support and challenge**.

5) Do It: Up to six questions, at least two of which provide the children with a 'bump in the road' of their learning journey, ensuring that they have a sound understanding of '*What it is and what it's also*' **Challenge 1: Procedural Fluency**

6) Secure It: 1 or 2 Misunderstandings (Correct the mistake Colin/Coco has made and explain WHY) **Challenge 2: Conceptual Understanding**

7) Deepen It: Apply understanding to solve new problems **Challenge 3: Mathematical Thinking**

8) Review It: Lesson Recap: 'maths motto' and key vocabulary to be displayed.

### MathsOnTrack (MOT) Meetings

In order to provide our children with regular opportunities to revisit areas of learning in mathematics, we have daily MOT meetings which are separate to the maths lesson. These sessions happen on a daily basis, ensuring regular application of key number fluency/ arithmetic skills, as well as the deliberate practise of skills previously learnt/currently being learnt if same day intervention is required.

Although teachers use their assessment for learning to decide what the main focus for a MOT session should be (if same day intervention is required linked to the current learning), the intended structure in KS2 is as follows:

Day 1: Arithmetic

Day 2: Arithmetic

Day 3: Deliberate Practice: Past and Present

Day 4: Deliberate Practice: Past and Present

Day 5: Fact Friday

Any independent worksheets completed during the MOT sessions will be recorded and filed in MOT folders, unless it directly links with work from the maths lesson, in which case it should be recorded in maths books so intervention and progression can be seen.

### **Planning:**

To support teachers with the planning of the maths lessons, Holy Rood follows the Curriculum Progression documents provided by the 'Can Do Maths Club'.

The Can Do Maths Club resources are then used to plan out each unit of work, identifying the manageable steps and suggested tasks that can be used in each lesson to deepen children's understanding, following the 'Do It, Secure It, Deepen It' process.

Teachers also log on to the Can Do Maths Club online ([www.buzzardpublishing.com](http://www.buzzardpublishing.com)) where they can watch 'Subject Expertise Tutorials' which are videos of maths consultants discussing and modelling how they would teach each concept and what resources could be used.

Teachers' weekly planning is recorded and details all of the above, as well as the key vocabulary and resources needed for each session. It is expected that teachers will have an agreed expectation of what answers to accept in response to the 'Secure It' questions and that these incorporate the children's 'maths motto' for the session where appropriate.

### **Inclusion:**

We are committed to providing a positive, inclusive, and ambitious mathematics curriculum that enables all pupils to succeed, develop confidence, and foster a 'Can Do' attitude towards mathematics.

The mathematics curriculum is carefully planned and sequenced to ensure learning is broken down into manageable small steps. Lessons are consistently structured to enable all pupils to access the curriculum, acquire essential knowledge and skills, and build secure mathematical foundations.

We maintain high expectations for every pupil through shared learning objectives and a commitment to challenge for all. We strive to promote ambitious academic aspirations, ensuring that all learners are supported to engage with challenge confidently, develop resilience, make sustained progress, and achieve their full potential.

Assessment for learning is used effectively to inform teaching and learning. Ongoing assessment, including questioning, mini-whiteboard work, independent practice, and termly assessments, enables teachers to identify gaps in understanding, monitor the progress of all pupils, including disadvantaged and vulnerable groups, and provide timely, responsive support. Immediate intervention through guided groups, same-day support, and planned interventions, alongside carefully adjusted scaffolds, helps pupils to keep up with learning. Additional opportunities to practise, revisit, and consolidate key concepts are provided through MOT sessions.

Learning is supported through effective scaffolding, careful variation, targeted questioning, live modelling, and partner discussion. Pupils are encouraged to learn collaboratively, using talk partners to articulate their thinking, explain strategies, justify their reasoning, and develop mathematical language.

A range of manipulatives, visual representations, and working walls are available and actively used to support access to learning and deepen conceptual understanding for all pupils. These

resources are used to promote independence, support reasoning, and strengthen pupils' ability to make connections across mathematical concepts. Where appropriate, individualised resources and adaptations are provided to ensure that every child can fully engage with and succeed in mathematics.

Through these approaches, we aim to ensure that all pupils experience success in mathematics, develop confidence as mathematicians, and are equipped to achieve their full potential.

### **Presentation in books:**

At Holy Rood, there is an expectation that children will write in their mathematics books in pencil, using one digit per square. The short date will be written and underlined before each new piece of work is completed or stuck in.

The Key Learning Point for the lesson will be at the top of the activity for that day. (**See Appendix 2**).

'Do It' questions are displayed first followed by 'Secure It' questions which will be presented with lines for children to write their answers if needed. 'Secure It' questions are progressively scaffolded to support children to show the correct answer and explain the misconception (**See Appendix 3**). The 'Deepen It' question will be on a separate piece of paper, which the children can progress on to once they have completed the first two sections.

At the end of each unit, children will complete the 'Remember It' Can Do end of unit assessments so that teachers can assess how well they can apply their knowledge to different objectives. The results will then be entered in to a tracking sheet to provide question level analysis to inform teacher assessment and next steps in teaching and learning.

### **Marking:**

All teacher marking will be completed in green pen. This may be done live in the lesson alongside the child, or after the lesson has been completed. Correct answers will be ticked and incorrect answers will be highlighted in green or marked with a dot, with further feedback given to ensure the child can rectify their misunderstanding when needed. If the children go back to their work to make any corrections, this will be completed in blue pen. If the children complete all of their 'Do It' work correctly, then this will be stamped with a 'Mega Mathematician' stamp.

Peer and self-marking is acceptable (where appropriate) and children should complete this in a blue pen, but this must be checked by the teacher and agreed with by a stamp, tick or comment.

### **Working Walls:**

All classrooms will have a maths working wall with consistent yellow backing colour to match maths books and MOT folders. Worked examples and models from maths lessons should be on display on the working wall, and this should be changed in line with new maths topics and learning. Children's 'maths motto' from the lesson should also be displayed on the working wall for children to use to guide their maths learning and as support for their 'Secure It' questions.

The maths working walls will also have a vocabulary section. Vocabulary linked to the current mathematical topic should be on display and referred to throughout maths lessons. Teachers should follow the maths vocabulary from the 'CanDo' resources which link to their current unit being taught. This ensures vocabulary is progressive and appropriate to the year group.

### **Mathematics in EYFS:**

In the Early Years Foundation Stage, mathematics is taught through a balance of direct teaching, purposeful play, and rich learning experiences that promote curiosity, exploration, and mathematical thinking. Our approach aims to develop confidence, fluency, and a positive attitude towards mathematics from the earliest stages of learning.

Reception follow the Number Sense programme to develop a deep understanding of number. This is supplemented by the White Rose Maths scheme for Shape, Space and Measure, alongside Numberblocks resources and NCETM Numberblocks Support Materials ([Numberblocks Support Materials | NCETM](#)). High-quality learning environments and meaningful interactions with adults, support children in developing mathematical understanding, reasoning, and language.

New concepts are introduced through adult-led teaching using concrete resources, visual representations, and carefully sequenced small steps. This approach reflects the small key learning points used in maths lessons across the rest of the school. Children then have opportunities to practise, apply, and deepen their understanding through both guided activities and independent exploration within the continuous provision.

At Holy Rood, mathematics in Reception is taught through whole class, adult-led and child-initiated activities:

#### **Whole-Class Teaching**

Children receive four whole-class mathematics inputs each week, which typically last 15–20 minutes. These sessions focus on developing number sense, counting, calculation, and early mathematical concepts through engaging, interactive teaching. Daily opportunities are also provided to practise and consolidate key number skills through counting activities, number rhymes, songs, flashcards, and mathematical discussion.

Teachers actively seek opportunities to promote mathematical thinking throughout the day and across all areas of learning.

#### **Mathematics Through Daily Routines**

Mathematics is embedded within everyday classroom routines, enabling children to see its relevance and apply their learning in meaningful contexts. Opportunities include:

- Counting children who are present and absent each day.
- Counting children when lining up to ensure everyone is accounted for.
- Using a ten-frame to represent the number of children learning outdoors.
- Counting, comparing, and discussing house point totals.
- Exploring mathematical concepts during snack time, registration, tidy-up time, and transitions.

These regular experiences support the development of counting, comparison, number recognition, calculation, sharing, and early understanding of time.

#### **Adult-Led Activities**

Adult-led activities are carefully planned to reinforce and extend learning. These sessions provide opportunities for adults to:

- Model mathematical concepts and strategies.
- Introduce new learning and address misconceptions.

- Focus on specific learning objectives.
- Develop and extend mathematical vocabulary.
- Assess understanding and provide targeted support and challenge.

### **Child-Initiated Learning**

Children are encouraged to apply and develop their mathematical understanding through play-based learning within the continuous provision. Carefully planned opportunities are available across the learning environment, enabling children to:

- Practise and consolidate new skills independently.
- Explore different approaches and solve problems creatively.
- Develop confidence in using mathematical language.
- Build resilience, critical thinking, and perseverance.
- Follow their interests and identify mathematical problems in meaningful contexts.

### **Assessment and Recording**

Assessment is ongoing and is used to inform future teaching, planning, and provision. Teachers use Objective-Led Planning sheets (see Appendix 5 for an example) to monitor and track children's progress towards specific learning objectives. This enables all adults working within the setting to provide appropriate levels of support and challenge for individual learners. It also supports the identification of children who may benefit from additional adult-led teaching, targeted intervention, or further opportunities to consolidate key concepts.

Written evidence is dated and coded to provide additional information about the level of support or independence shown during the activity (see Appendix 4 for marking codes). In addition, mathematical learning is evidenced within the class floor book, which includes photographs, observations, and examples of children's comments and discussions during activities. This provides a wider picture of children's understanding and engagement within both adult-led and continuous provision activities.

Through a combination of direct teaching, purposeful play, and carefully planned provision, children develop a secure foundation in mathematics and are well prepared for the next stage of their learning journey.



## Appendix 1: Weekly planning template

| Week beg:           |                | Teacher/s:                                                                                                                                                                   |                                                                                                                                                                                     | Year Group: |                       | Subject: Maths |  |
|---------------------|----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|-----------------------|----------------|--|
| Pre-requisites      |                |                                                                                                                                                                              |                                                                                                                                                                                     |             |                       |                |  |
|                     |                |                                                                                                                                                                              |                                                                                                                                                                                     |             |                       |                |  |
| Key Learning Points |                |                                                                                                                                                                              | Possible misunderstandings                                                                                                                                                          |             | Mathematical language |                |  |
|                     |                |                                                                                                                                                                              |                                                                                                                                                                                     |             |                       |                |  |
| Day                 | Main lesson LO | Teacher input<br><i>Hook! What will you model, what it is/what it is also, careful number choice, mixed partners, what do you notice? Generalisations and sentence stems</i> | Activities                                                                                                                                                                          |             |                       | Resources      |  |
| Mon                 |                |                                                                                                                                                                              | <b>Do It:</b><br><i>Practise independently e.g. three examples of what it is and two of what it is also</i>                                                                         |             |                       |                |  |
|                     |                |                                                                                                                                                                              | <b>Secure It:</b><br><i>What it is not - plan for the misconception. Chn attempt independently then AfL for class discussion</i>                                                    |             |                       |                |  |
|                     |                |                                                                                                                                                                              | <b>Deepen It:</b><br><i>(Some challenges to apply learning e.g. this is the answer, what was the question? Empty box questions, contextualised problems, all possibilities etc)</i> |             |                       |                |  |
|                     |                |                                                                                                                                                                              |                                                                                                                                                                                     |             |                       |                |  |
| Tues                |                |                                                                                                                                                                              | <b>Do It:</b><br><i>Practise independently e.g. three examples of what it is and two of what it is also</i>                                                                         |             |                       |                |  |
|                     |                |                                                                                                                                                                              | <b>Secure It:</b><br><i>What it is not - plan for the misconception. Chn attempt independently then AfL for class discussion</i>                                                    |             |                       |                |  |
|                     |                |                                                                                                                                                                              | <b>Deepen It:</b>                                                                                                                                                                   |             |                       |                |  |
|                     |                |                                                                                                                                                                              |                                                                                                                                                                                     |             |                       |                |  |



|      |  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
|------|--|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
|      |  |  | <p>(Some challenges to apply learning e.g. this is the answer, what was the question? Empty box questions, contextualised problems, all possibilities etc)</p>                                                                                                                                                                                                                                                                      |  |
| Wed  |  |  | <p><b>Do It:</b><br/>Practise independently e.g. three examples of what it is and two of what it is also</p> <p><b>Secure It:</b><br/>What it is not - plan for the misconception. Chn attempt independently then AfL for class discussion</p> <p><b>Deepen It:</b><br/>(Some challenges to apply learning e.g. this is the answer, what was the question? Empty box questions, contextualised problems, all possibilities etc)</p> |  |
| Thur |  |  | <p><b>Do It:</b><br/>Practise independently e.g. three examples of what it is and two of what it is also</p> <p><b>Secure It:</b><br/>What it is not - plan for the misconception. Chn attempt independently then AfL for class discussion</p> <p><b>Deepen It:</b><br/>(Some challenges to apply learning e.g. this is the answer, what was the question? Empty box questions, contextualised problems, all possibilities etc)</p> |  |
| Fri  |  |  | <p><b>Do It:</b><br/>Practise independently e.g. three examples of what it is and two of what it is also</p> <p><b>Secure It:</b><br/>What it is not - plan for the misconception. Chn attempt independently then AfL for class discussion</p>                                                                                                                                                                                      |  |



|  |  |  |                                                                                                                                                                                     |  |
|--|--|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
|  |  |  | <b>Deepen It:</b><br><i>(Some challenges to apply learning e.g. this is the answer, what was the question? Empty box questions, contextualised problems, all possibilities etc)</i> |  |
|  |  |  |                                                                                                                                                                                     |  |

## Appendix 2: Daily 'kite'

LO: I can recall and use  
division facts for the 4  
times table.

## Appendix 3: Example task sheet

Do it

$$12 \div 4 = \underline{\hspace{2cm}}$$

$$20 \div 4 = \underline{\hspace{2cm}}$$

$$28 \div 4 = \underline{\hspace{2cm}}$$

$$\underline{\hspace{2cm}} = 36 \div 4$$

$$12 = \underline{\hspace{2cm}} \div 4$$

Secure it

Coco thinks that ...



$$20 \div 4 > 20 \div 2$$

But she is **incorrect**. Finish the sentence below to explain why.

The correct answer is:

---

Coco is incorrect because

---

---

---

---

### **Appendix 3: EYFS weekly planning template**

| Year Group: EYFS                    | Subject: Maths |
|-------------------------------------|----------------|
| Mathematical language/Key Questions |                |
| Enhanced Provision                  |                |
| Assessment Notes                    |                |
|                                     |                |
|                                     |                |
|                                     |                |

## EYFS Marking Codes



**All work must be dated and coded.**

The codes that the adults use in EYFS when annotating work are:

**CI** - child-initiated activity. This is an activity which has been set up and organised by the child themselves.

**AI** – Adult initiated. This is an activity set up by an adult but not led by an adult.

**AL** - Adult led. This is an activity set up and led by an adult.

**I** – independent work.

**WS** - with support. Please make a comment to explain what support was given.

**VF**—Verbal feedback. Please make a comment to explain what verbal feedback was given.

→ Next step stampers or a drawn arrow should be used to indicate the child's next step.

| Week beg: | Development Matter | Pre-R | Main lesson LO | Day |
|-----------|--------------------|-------|----------------|-----|
|           |                    |       |                | 1   |
|           |                    |       |                | 2   |
|           |                    |       |                | 3   |

## Appendix 4: EYFS Marking Codes

## EYFS Marking Codes

### **Appendix 5: EYFS Objective Led Planning template**

| <b>Week Beginning:</b> |      |           | <b>Area of Learning:</b> |
|------------------------|------|-----------|--------------------------|
| Objective              | Name | Achieved? | Evidence/Notes           |
|                        |      |           |                          |
|                        |      |           |                          |

|  |  |  |  |
|--|--|--|--|
|  |  |  |  |
|  |  |  |  |