

St Luke's CE First School

Maths Policy

2025



School Vision

In our St Luke's family, we recognise we are all God's children and through our caring and nurturing environment, we follow His word. We trust and rely on God's teaching so that we can encourage each other, develop our relationship with one another and the world, and flourish in all that we do.

"God's word is a lamp to my feet and a light to my path" (Psalm 119:105).

Our mathematics policy supports this by providing high-quality, practical teaching that builds confidence, problem-solving skills, and a lifelong enjoyment of maths.

Rationale

At St Luke's First School, our maths curriculum is guided by the National Curriculum (2014), enhanced by the CPA approach and White Rose planning to ensure consistency, progression, and deep understanding. Rooted in our Christian values, we create a nurturing environment where every child is supported to grow in confidence, build strong relationships, and flourish in all that they do, guided by God's word.

Intent

We strive to help children become fluent in the fundamentals of mathematics, developing their ability to understand, recall, and apply essential skills as a reflection of God's wisdom. Through a thoughtfully planned and progressive curriculum, we offer opportunities for reasoning and application, enabling each child to flourish and grow in their learning. Our nurturing environment, guided by God's word, allow us to support one another, build loving relationships, and strive to flourish in all that we do, following His light in our journey.

Implementation

To foster a deep and lasting understanding of mathematics, guided by God's wisdom, we use the Concrete Pictorial Abstract (CPA) approach to teach, a three-step method that begins with the concrete stage, where children physically engage with objects to solve problems. The pictorial stage follows, where images represent these objects, and finally, the abstract stage, where children solve problems using numbers and symbols. Each stage builds upon the previous one, ensuring a steady and systematic progression, nurturing each child's unique ability.

We also incorporate White Rose resources, which align with our mastery approach by sparking curiosity and building trust, to explore a joyful learning experience. With careful teaching and guidance, we encourage resilience, problem-solving, and the confidence to grow. Just as God encourages us to support one another, we challenge higher-attaining children with deeper problems while providing extra support to those who need it. Teachers continually revisit and reinforce prior learning, ensuring children can apply their mathematical knowledge with understanding, reflecting God's light in all their learning.

Impact

At St Luke's, we are committed to ensuring high-quality outcomes in Mathematics for all children, helping them to know more, remember more, and do more, all while being guided by God's light. We use assessment for learning through:

- Probing questions that encourage reflection and growth
- Teaching concepts with a range of appropriate manipulatives (concrete level) to build understanding
- Providing opportunities for children to practice and refine concepts
- Ensuring a solid foundation at the concrete level before advancing to more complex ideas
- Modelling and demonstrating to support and nurture children's thinking
- Encouraging exploration and investigation to deepen understanding
- Challenging children of all abilities, knowing that each child is fearfully and wonderfully made
- Contextualising learning to make it meaningful in real-life situations
- Learning from one another, as God calls us to support and encourage each other
- Revisiting and embedding key mathematical knowledge to ensure it is deeply understood

Through these assessments, we identify the skills that children acquire and develop during their years at school. This helps ensure that they become confident, resilient, and independent mathematicians who enjoy learning and continue to flourish in the next stage of their education. These assessments also highlight any gaps in children's prior learning, enabling teachers to provide encouraging and nurturing support, where needed.

The effectiveness of these practices is evidenced through pre- and post-assessments, lesson observations by the Subject Leader and SLT members, as well as through children's work and conversations with pupils. All of this is done to ensure that, with God's guidance, we nurture children to flourish in mathematics and in life.

Roles and Responsibilities

Head teacher (SLT)

- The Head teacher, SLT and Maths Co-ordinator will review this policy at regular intervals with staff.
- Both teaching and learning will be monitored by the SLT and Maths Co-ordinator. This will be done through lesson observations, planning monitoring, book monitoring, assessments and through discussions with both staff and pupils about their books and learning.

Maths Co-ordinator

- Will carry out analysis of available data to identify progress made and future areas for development.
- Is responsible for ensuring that the policy is implemented and co-ordinating the monitoring of progress.
- Is responsible for monitoring planning, resources and work in books.

Class teachers

- It is the teacher's responsibility to be aware of and ensure they are following school Mathematics policy.

Support Staff

- Some support staff work with children providing intervention programs and others work within the classroom.

- Liaise with class teacher to know who to work with in class.

Organisation of Teaching and Learning

Maths is planned and taught by the class teacher:

- whole class to introduce new concepts and reinforce previous work
- in small groups of similar ability
- to individual pupils to meet individual needs, referring to IPM's where appropriate
- in cross curricular work

From Year 1 onwards, all pupils will have a daily mathematics lesson. Within the lesson there will be a good balance between whole-class work, group teaching, paired work and individual practice. Teachers will use their professional judgement to determine the activities, timing and organisation of each part of the lesson to suit its objectives. In Reception we give all pupils ample opportunity to develop their understanding of mathematics through the use of continuous provision. Activities and resources that reflect the children's current interests are used to encourage children to enjoy, explore, practise and talk confidently about mathematics.

Breadth of study

Throughout the KS1 and KS2 mathematics programme of study, children are given opportunities to:

- develop a range of methods of calculating including mental methods, paper and pencil and use of a calculator.
- be involved in both individual and group tasks.
- experience open-ended mathematical investigations as well as closed tasks.
- experience practical activities and mathematical games.
- develop their skills in using a range of mathematical tools through practical work including the use of ICT.
- develop a positive attitude to mathematics through the experiences offered to them.
- develop their Speaking and Listening skills through discussion, reasoning and making conclusions.

Throughout the Foundation Stage, children are given opportunities to:

- develop their understanding of number, measurement, pattern, shape and space.
- experience practical activities and mathematical games.
- develop their Speaking and Listening skills
- experience open-ended mathematical investigations through play as well as closed tasks.
- be involved in both individual and group tasks.
- develop their skills in using a range of mathematical equipment through practical work including these of ICT.
- develop a positive attitude to mathematics through the experiences offered to them.

Planning

Every child is a unique creation of God, with individual gifts and potential. Our mathematics planning is guided by the National Curriculum and supported by White Rose resources, ensuring

that each child is given the opportunity to flourish. Teachers begin each unit with a cold task assessment to identify pupils' needs, allowing them to tailor their planning thoughtfully. A variety of engaging activities and meaningful resources are used to deliver lessons that inspire curiosity and confidence, rooted in our commitment to serve every child with love and purpose.

Assessment

Ongoing assessment is a vital part of our teaching, helping us to recognise the progress and potential in every child. Teachers record attainment each term using "Arbor" to monitor individual growth against national expectations. During each unit of calculation, the children complete cold tasks at the beginning and then a hot task at the end to measure progress from their starting points. We see assessment not just as a tool for measuring learning, but to celebrate progress and guide children on their learning journey.

Target Setting

From Year 1 onwards, children are set personal Maths targets, reflecting their current attainment and the progress we encourage them to make. These targets are regularly reviewed, shared with parents, and discussed with the children, encouraging them to take ownership of their learning journey.

Cross-Curricular Links

At St Luke's, we recognise that all knowledge is God-given, and while mathematics is primarily taught as a discrete subject, we seek opportunities to connect it meaningfully with other areas of the curriculum. By applying mathematical skills in real-life and cross-curricular contexts, children are encouraged to see the relevance of their learning and to use their given abilities to make sense of the world around them.

Equal Opportunities

We believe that every child is a precious and unique creation of God and because of this we are committed to ensuring that all children—regardless of cultural background, gender, or individual needs—are treated with dignity and respect, and are given the support and challenge they need to flourish academically, personally, and spiritually.

More Able Pupils

We recognise that God blesses each child with different gifts. More able pupils are challenged through deeper learning tasks, higher-order questioning, and enrichment opportunities such as local problem-solving events. These activities help them to develop their talents fully and use them for the good of others, in line with our School Vision to nurture every child's potential.

Special Educational Needs

At St Luke's, we are guided by God's example of love, compassion, and inclusion. Teachers strive to meet the needs of all pupils by adapting lessons and providing targeted support. For those with more complex needs, individualised programmes are provided so that every child can grow in confidence and ability, knowing they are valued and loved by God.

Resources

Mathematics resources are stored both in classrooms and centrally, ensuring children have easy access to the tools they need. Teachers use the *Concrete, Pictorial, Abstract (CPA)* approach across all year groups to deepen understanding in number, place value, and calculation. Children begin with hands-on materials (e.g. counters, Numicon), move to visual representations (e.g. bar models), and then progress to abstract methods such as number sentences and formal calculations. Planning is guided by White Rose schemes to ensure learning is well-sequenced, appropriately pitched, and supports all pupils in developing the mathematical skills God has gifted them to flourish and succeed.

Monitoring arrangements

This policy will be reviewed and approved by the Maths Lead Senior Leadership Team every year.

Policy Created by: Laura Hirons-Reed

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