

St. Peter's CE Primary, Farnworth



# Curriculum Policy

## Maths

**Written:** October 2014

**Reviewed:** November 2025

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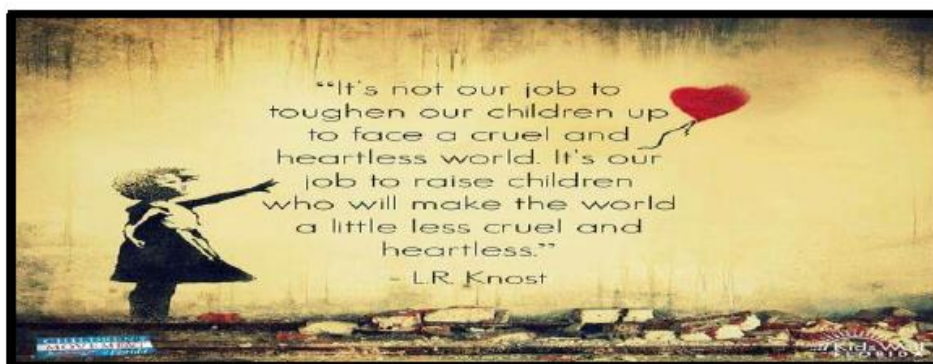


## Statement of intent

### What is our vision?

As teachers we are often charged with the task of preparing our children for their future. At St. Peter's we think a little differently, and rather than prepare our children for a future that is imposed upon them, we aim to give them the skills necessary to create the future that they perceive for themselves.

Today is the tomorrow of yesterday. By controlling today, we are creating the future of tomorrow.



Our vision is to develop our children to enable them to create the future they aspire for themselves, inspired by God, influenced by the teachings of Jesus and underpinned by Christian Values; rooted in The Bible and the word of God.

Our intention is that our children will contribute to and prosper in society, bringing God's plan for them to fruition.

**“For I know the plans I have for you”, declares the Lord “plans to prosper you and not to harm you, plans to give you a hope and a future.” Jeremiah 29:11**

Our school purpose is to signal a route to a life that many don't think possible! We aim to maximise social mobility, with God's support & guidance!

Our overall vision is for our children to be able to

## **“Learn, Sparkle & Shine...”**

Develop the elements of wisdom, dignity, hope and community.

### WISDOM

#### Learn



**Knowing** more today than I did yesterday and more tomorrow than I do today!

Allow for the development of wisdom, knowledge and skills.

### DIGNITY, HOPE

#### Sparkle



Sparkling is **knowing who I am,**  
**what I love** and **being proud to be me.**

Allow for the development of individuality; character development, hope, aspiration, courageous advocacy.

### COMMUNITY

#### Shine



**Sharing** kindness, love and joy with other people.

Allow for the development of community spirit – living well together.



**In the same way, let your light shine before others, that they may see your good deeds and glorify your Father in heaven.**

**Matthew 5;16**

**“Learn, Sparkle & Shine...”**



What does “**Learn, Sparkle & Shine...**” mean?



Our school demographics and context require that we provide a curriculum that;

- promotes high aspiration (**learn**),
- encourages positive attitudes, resilience and strong mental health (**sparkle**) and,
- develops positive citizens with strong community (Christian and British) values (**shine**).

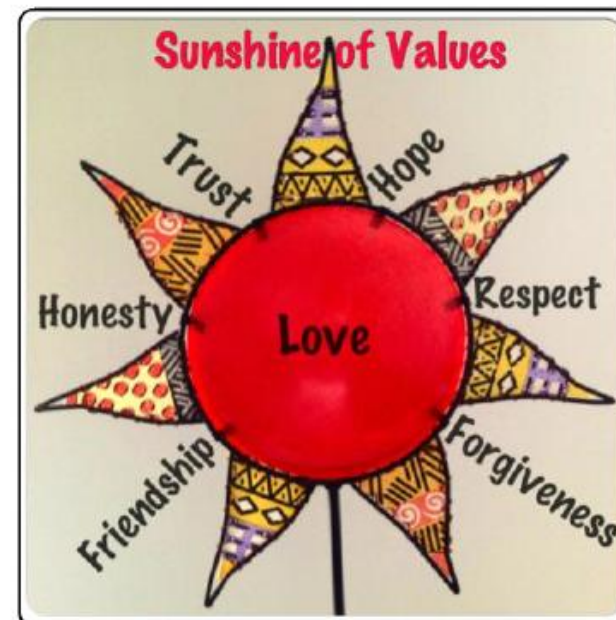
**Our intention is to provide this curriculum, underpinned by Christian Values; rooted in The Bible and the word of God.**

St. Peter's C.E. Farnworth

I have come to the frightening conclusion that I am the decisive element in the classroom,  
It is my daily mood that makes the weather.

As a teacher I possess a tremendous power to make a child's life miserable or joyous.  
I can be a tool of torture or an instrument of inspiration.  
I can humiliate or humour, hurt or heal.  
In all situations it is my response that decides whether a crisis will be escalated or de-escalated, and  
A child humanised or de-humanised.

Dr Haim Ginott



**“Where our children enter our classrooms neither impresses nor depresses us; we simply expect our children to know that they come to school to work hard and learn, growing to know and understand more through each day they spend walking down Progress Ave with us.”**

| Our vision<br>Our children<br>will....                                                                                                                                                                           | Our beliefs and values.<br>Why?                                                                                                                                                                                                                                                                                                                                                                                                                  | Our strategy<br>What do we intend to do?                                                                                                                                                                                                                                                                                                            | Our strategy<br>What will you see?                                                                                                                                                                                                                                                                                                                   |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Learn</b><br>Allow for the development of wisdom, knowledge and skills.<br>                                                  | We believe ability is a consequence of what happens in our classrooms not a cause!<br>We believe inherited traits are only one part of the story of where we may end up. The environment created in our classrooms, the culture of hard work and determination that we encourage, the recognition that we are all able to increase our knowledge through learning, we believe, has an equally valid impact on our future success. <b>(Learn)</b> | Develop learners who recognise their own learning goals, aspirations and the role they play in determining their own destiny. <b>(Learn)</b> <ul style="list-style-type: none"> <li>Promote the incremental learning theory – growth <u>mindset</u> approach</li> <li>Reward effort and attribute success to hard work and determination</li> </ul> | <b>Visible consistency-</b> The aim of visible consistency is to ensure that all staff and pupils receive the same messages regarding expectation of conduct, behaviour and work ethic thus ensuring a safe environment in which effective teaching and learning can take place and risks can be taken.                                              |
| <b>Sparkle</b><br>Allow for the development of individuality; character development, hope, aspiration, courageous advocacy.<br> | We believe that engaging in a rich and varied curriculum will provide our children with an opportunity to develop a positive attitude to learning and an environment in which they can flourish and thrive. <b>(Sparkle)</b>                                                                                                                                                                                                                     | Provide a curriculum that allows for a wide range of opportunities to be promoted and excellent outcomes achieved, across a wide range of areas. <b>(Sparkle)</b>                                                                                                                                                                                   | <b>Visible collaboration-</b> The aim of visible collaboration is to ensure that children receive the same experiences across year groups and that staff are able to share their expertise and strengths so as to learn from each other.                                                                                                             |
| <b>Shine</b><br>Allow for the development of community spirit – living well together.<br>                                     | We believe that by using the word of God and the example of Jesus, alongside Christian Values to underpin our work, children will be able to spread positive attitudes and shine as a beacon in society. <b>(Shine)</b>                                                                                                                                                                                                                          | Promote a community of kind, respectful Christian learners, with an underlying value of hope for their own future and that of the wider extended community; underpinned by the word of God and the example of Jesus, alongside Christian and British Values. <b>(Shine)</b>                                                                         | <b>Visible challenge-</b> The aim of visible challenge is to support our growth <u>mindset</u> philosophy and recognises that learning occurs when staff and pupils are given the opportunity to go beyond their comfort zone.<br><br><b>Visible creativity-</b> The aim of visible creativity is to inspire a love of learning and deepen thinking. |

## Statement of intent.

The curriculum, in its widest sense, firmly underpins the schools mission statement and school motto of **“Learn, sparkle & shine...”**.

Every pupil has access to a rich, broad and balanced curriculum.

We provide for children's academic achievement and their spiritual, social, moral, cultural, physical and creative development. We provide a curriculum which is enriching, enjoyable and exciting.

We aim to ensure that religious education and spiritual development permeates every aspect of the curriculum, so that it is explicit and implicit within the taught curriculum. This is rooted in worship and lived out in the daily life of the school where the children are supported, through the curriculum, to grow in faith and deepen their relationships with God and each other.

Please also refer to the [Diocesan RE statement of entitlement](#) which the school wholly endorses.

The school follows the national curriculum.

The Reception Year follows the Curriculum Guidance for the Early Years Foundation Stage.

The pupils are ensured quality access to the whole curriculum so that they may learn effectively, make progress and attain levels in line with, or better than, their prior attainment. Challenging, realistic and attainable targets are set in order to help pupils achieve this. Cross-curricular opportunities are given wherever possible to enhance children's knowledge and understanding.

The school recognises that ICT will play an increasing role in the "learning society" of the 21<sup>st</sup> Century. The school empowers staff and children with the knowledge, skills, understanding and attitudes for such a world and believes ICT plays an essential role in the teaching and learning within the school.

The school also places a heavy emphasis on learning through and about the arts, recognising the many attributes that our pupils bring to the school, thus offering all our pupils the opportunity to sparkle.

Learning takes place in a stimulating environment supported by a variety of experiences, including the full use of the whole school environment, educational visits and the expertise and knowledge of the wider community including:

- After School Clubs
- Peripatetic Music Lessons
- Walks, visits, trips and visitors
- Themed Curriculum "Learning Days/ Weeks"
- "Current Events" experiences
- Links with professional artists and artistic agencies

The school has a strong PSHE policy which reflects the needs of the children in an ever changing society. Health & relationship education are both planned and spontaneous and are included as part of the PSHE and RE curriculum.

The governors have agreed a policy for relationship education which is available for consultation on our website.

A wide range of extra-curricular activities is offered at the start of each half term. Most teaching staff and many non-teaching staff participate in the provision of extra-curricular activities at some stage during the year. Some enrichment activities are organised by external providers.

Though the Deputy Head teacher takes overall responsibility for the curriculum, subject leaders monitor & evaluate their particular subject to ensure that it is implemented consistently and effectively in line with the agreed policies.

Reference needs also to be made to the:

- Teaching & learning Policy
- Equal Opportunities Policy
- Policies for Spiritual, Moral, Social & Cultural development
- SEN Policy
- RSH Education Policy
- Curriculum Subject Policies.
- PSHE policy
- Arts curriculum policy

## Spiritual, Moral, Social and Cultural ( SMSC) at St. Peter's

As a Church of England primary school, St. Peter's C.E. Primary School, Farnworth, takes its duty to promote the spiritual, moral, social and cultural (SMSC) development of pupils seriously, including the duty to promote Christian and British values.

Church of England schools have a distinctive identity and ethos, popular with parents and families, where the development of social, spiritual and emotional intelligence is as important as academic achievement ([www.churchofengland.org/education](http://www.churchofengland.org/education)).

Recognising its historic foundation, the school will preserve and develop its religious character in accordance with the principles of the Church of England and in partnership with the churches at diocesan and parish level.

The school aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning and significance of faith, and promotes Christian values through the experiences it offers to children. (National society ethos statement)

The school's motto **“Learn, Sparkle & Shine..”** and the school's values, based on British and Christian Values ( see sunshine of values), underpin all the work that we do at St. Peter's; not only through all the subjects of the curriculum, but also through the ethos of the school and through the development of positive attitudes to learning and behaviour.

The SMSC aspects of our educational provision concentrate on the development of the pupils as an individual, aiming to enrich and extend the experiences of the child in relation to the values, attitudes, beliefs and behaviours, acquired during their time walking down Progress Avenue with us. Our vision and values, aims and ethos are set out above.

When children leave St. Peter's we aim to have provided them with the skills and attitudes to enable them to contribute to and prosper in a democratic, multicultural and modern society.

With God's help we all can **“Learn, Sparkle & Shine”**



# Challenging Minds to Grow at St Peter's; Teaching and learning delivery model

| Teachers                                                                                                                                                                                                                                                                                                                                                                                          | Lessons                                                                                                                                                                                                                                                                     | Learning Opportunities                                                                                                                                                                                                                                                                                                                     |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Have high expectations for all groups of children</li> <li>• Have strong subject knowledge</li> <li>• Promote independence</li> <li>• Promote confidence</li> <li>• Offer praise and encouragement</li> <li>• Are enthusiastic and positive about learning</li> <li>• Model good learning</li> <li>• Offer high quality conversation and talk</li> </ul> | <ul style="list-style-type: none"> <li>• Have a distinct knowledge base</li> <li>• Are purposeful</li> <li>• Are memorable</li> <li>• Are active</li> <li>• Are engaging</li> <li>• Are focussed</li> <li>• See children and teachers working as a learning team</li> </ul> | <ul style="list-style-type: none"> <li>• Develop basic skills</li> <li>• Meet children's individual learning needs</li> <li>• Broaden and extend experiences</li> <li>• Offer an opportunity to try new things</li> <li>• Are cross curricular if appropriate</li> <li>• Offer first hand experiences through trips or visitors</li> </ul> |

## Learning sequence

### Connect to prior learning

Review prior learning – 'Can we still'  
Ask students to explain their learning  
Check student's responses  
Provide systematic feedback  
WALT/WILF/Hook

### Introduce new learning

Present limited, new material in small steps.  
Think aloud and model  
'I, we, you'  
Give clear and detailed instruction  
Ask a large number of questions  
Provide active practice  
Provide models of worked problems

### Feedback

Ask a large number of questions and check understanding  
Ask students to explain their learning  
Check responses of all students  
Provide systematic feedback  
Use more time to provide explanations  
Reteach material as necessary

### Apply and extend new learning

Provide a high level of active practice  
Guide students as they practice  
Ask students to explain their learning  
Use more time to provide explanation  
Provide many examples  
Reteach as necessary  
Monitor students work

Many of these steps would appear in more than one area of a lesson at the discretion of the teacher.

Each lesson may not be a complete cycle of the learning sequence but over a period of time all areas will be covered.

# I do, we do, you do!

## METACOGNITION The seven-step model



## Regular review is characterised by the phrase – “Can you still?”

### 17 Principles of Effective Instruction

- Begin a lesson with a short review of previous learning.
- Present new material in small steps with student practice after each step.
- Limit the amount of material students receive at one time.
- Give clear and detailed instructions and explanations.
- Ask a large number of questions and check for understanding.
- Provide a high level of active practice for all students.
- Guide students as they begin to practice.
- Think aloud and model steps.
- Provide models of worked-out problems.
- Ask students to explain what they have learned.
- Check the responses of all students.
- Provide systematic feedback and corrections.
- Use more time to provide explanations.
- Provide many examples.
- Reteach material when necessary.
- Prepare students for independent practice.
- Monitor students when they begin independent practice.

–B.R.

#### SEQUENCING CONCEPTS & MODELLING

2 Present new material using small steps



8 Provide scaffolds for difficult tasks



4 Provide models

#### STAGES OF PRACTICE

7 Obtain a high success rate

5 Guide student practice



9 Independent practice



#### QUESTIONING

3 Ask questions



6 Check for student understanding



#### REVIEWING MATERIAL

1 Daily review



10 Weekly and monthly review



# 1

## Explicit instruction

*Teacher-led approaches with a focus on clear explanations, modelling and frequent checks for understanding. This is then followed by guided practice, before independent practice.*



# 2

## Cognitive and metacognitive strategies

*Managing cognitive load is crucial if new content is to be transferred into students' long-term memory. Provide opportunities for students to plan, monitor and evaluate their own learning.*



# 3

## Scaffolding

*When students are working on a written task, provide a supportive tool or resource such as a writing frame or a partially completed example. Aim to provide less support of this nature throughout the course of the lesson, week or term.*



# 4

## Flexible grouping

*Allocate groups temporarily, based on current level of mastery. This could, for example, be a group that comes together to get some additional spelling instruction based on current need, before re-joining the main class.*



# 5

## Using technology

*Technology can be used by a teacher to model worked examples; it can be used by a student to help them to learn, to practice and to record their learning. For instance, you might use a class visualiser to share students' work or to jointly rework an incorrect model.*



## **Curriculum design and Rationale**

Mathematics is a **Core Curriculum** subject and a **Basic Skill** in life. It equips children with the necessary skills needed to make sense of the world around them. It impacts on all aspects of living, including the work place and family life. Mathematics encourages the children to think logically, solve problems and apply existing knowledge to new situations.

The teaching of mathematics and numeracy permeate all aspects of school life. It supports learning in other subjects. Many subjects have strong mathematical links, this may include measuring in DT, reading a graph in Science, reading a chart in Geography or understanding time in History. Many tasks in the school day also require some mathematical skills, such as telling the time.

### **Aims**

- to continue to raise standards in mathematics
- to ensure every child makes progress and that this is recognised and celebrated
- to provide opportunities to further mathematical knowledge
- to develop in each child an understanding and appreciation of number and the number system
- to provide opportunities to develop thinking in a clear and logical manner
- to equip the children with the basic mathematical skills required in everyday life

### **Objectives**

- to follow the National Curriculum 2014 and current government initiatives in order to provide a structured programme of teaching and learning.
- To use the St Peter's small step planning (based on White Rose) to ensure progression and appropriate sequencing of lessons.
- to recognise and plan adapted activities where necessary for SEN and the higher attaining children.
- to provide appropriate intervention and support based on the needs of the children.
- to ensure mathematics is cross curricular and relevant to the children's experience.
- to assess children's mathematical ability regularly to ensure progression, continuity, pace and challenge in their mathematical learning.
- to provide an appropriate curriculum for all children with special needs.

## **Planning**

Teachers use the 'St Peter's Small Step Maths Planning' which has been adapted from the White Rose Maths Scheme. This ensures that objectives are taught in the correct order to effective learning, objectives progress across year groups and staff are confident in what is expected in each year group. Teachers are encouraged to use AFL opportunities to support their planning and can re-visit lessons / provide additional fluency / use pre/post-teach intervention, to ensure the children are ready of the next step in learning. Each year group has an overview of which details their unit of work, and the sequence of objectives that should be completed. Some resources are provided through White Rose, but teachers are encouraged to adapt these or use alternative resources, to suit the needs of their class. The weekly planning sheet sets out the small step being taught each day and how this is adapted for the various children in their class. Lesson objectives and resources are shared with all adults working in the classroom.

## **Teaching and Learning within Maths at St. Peter's**

For mathematics teaching to develop learning successfully, a whole school approach is required. The approach followed is firmly grounded in the National Curriculum 2014. This is based on the following key principles

- Quality first teaching
- Daily mathematics lessons

- Regular calculation practise through morning tasks / basic skills session
- Opportunities to 'talk' maths through paired and group activities to develop reasoning skills
- Practical resources used where appropriate to deepen understanding (e.g. using actual jugs and water for exploring volume)
- Adaptation based on attainment, all linked to the same objective within the lesson (e.g. focus on addition)
- Continuous provision in EYFS
- Prompts / worked examples / relevant vocabulary is displayed in the classrooms on the maths working wall.

Teachers are aware of the importance of having good subject knowledge. They are encouraged to seek support from their colleagues if they are unsure about the teaching strategies for particular skills or concepts. The calculations policy also shows worked examples as models for each method and clearly shows progression through the year groups.

We use different approaches to support children's learning, including the use of the following:

- Max and Milly (KS1 number bonds)
- Mastering Number programme used as an intervention in KS1 where necessary
- Multiplying Milly (times tables)
- Interventions – these could be regular weekly interventions or pre/post teach so support children on a small step of learning so they are ready to move on.
- Emile Times tables package (Y2-5)
- Weekly times table homework / weekly test

### **Can you still / oral and mental starters**

This 5-10 minutes is an essential part of the daily maths lesson, providing opportunities to recall previous learning and reinforce this, as research from Rosenshine's Principles shows continued practise embeds the learning. Teachers often phrase this as a 'Can you still?' question and is a fundamental part of our teaching and learning policy.

### **Whole Class Teaching**

During the main part of the lesson it is vital that consideration is made regarding:

- clear expectations of what is to be learnt and completed (WALT and WILF shared)
- I do, We do, You do – a clear and accurate model is completed by the teacher before the children work independently
- pace of the lesson is appropriate to the needs of the children
- appropriate and sufficient resources used, adapted where necessary
- involving all pupils
- practical apparatus / diagrams used to support learning
- Children are provided with sufficient fluency practise
- In most lessons, there should be evidence of reasoning / problem solving

During whole class teaching many of the following elements will be present

- vocabulary development
- links to previous learning
- I do, We do, You do
- carefully planned questioning
- identified misconceptions are highlighted and worked through

Teachers work to ensure they use a range of teaching styles appropriate to the class. Questioning will be used to assess children's knowledge and understanding throughout the lesson. The

Teaching and Learning Policy outlines clearly the expectations for each teacher when teaching any lesson.

### **Adapted work**

The weekly overview will identify which groups will be supported through an adapted task. Where possible, the work is usually based on a common theme, for example addition, but the work will be adapted to meet the needs of the group. This differentiation can take various formats some of which are

- amount of adult support
- use of equipment
- scaffolding of the task
- for example the size of numbers used
- additional fluency practise

### **Maths in EYFS**

EYFS staff follow objectives from the revised EYFS framework, created in 2021-22, combined with the small steps in the St Peter's scheme of work. The idea is to provide a foundation of the knowledge and strategies needed for when the children move to Year 1. Staff understand the importance of developing early mathematical skills through a range of activities, both guided and independent in continuous provision. Manipulatives are available for children to explore independently and also in their guided activities. The framework states that it is important for children to develop positive attitudes and interests in mathematics, and staff ensure they do this through engaging the children in child-led activities, following their interests and linking it to maths (e.g. through a Pirate theme). Staff model quality mathematical vocabulary in their interactions with children.

### **Assessment**

Assessment is both formative and summative.

#### **Continuous assessment for learning**

Research shows that identifying mistakes and correcting them at the point of learning has the most significant impact. Therefore it is important for adults in the room to be continually checking the work with the children to identify errors and misconceptions, and correct them there and then.

#### **Feedback**

Teacher's follow the *Assessment and Feedback policy* when assessing children's work.

- Stamp for WALT achieved
- \*\* or \* with guidance for improvement
- Fix it's or challenge used in most lessons.

Verbal feedback will often be used during continuous assessment.

#### **Formal assessment**

Children are tested weekly on their times tables and their test scores are recorded, to provide a detailed record of the progress each child is making. Each term, classes will complete and MTC check on Emile based on their year group's target times tables and this is monitored by the subject leader.

Children are assessed formally each term in both arithmetic and reasoning. The assessments are progressively longer as children move through school and incorporate all areas of maths. The data from these assessments is used to track children's progress and highlight any areas of concern which can be targeted.

Years 1, 2, 3, 4 and 5 use assessments created by test base which match the national curriculum objectives, in Autumn, Spring and Summer.

Year 6 use previous years SATs papers in Autumn and Spring.

## **Homework**

Children in EYFS and Y1 are encouraged to engage with the Numbots app to develop their understanding of number and number bonds. Years 2-5 use Emile to practise their recall of times tables. Times tables are essential in all strands of maths and their fluency is crucial. Parents are encouraged to support their children in this process and are given the necessary support themselves where appropriate.

## **Organisation of resources**

The use of practical, concrete equipment to deepen mathematical understanding is essential, particularly when introducing a new concept. We have a range of resource that can be used within lessons, most of which are stored centrally in the Maths resource cupboard; however, some classes also have their own set of Dienes equipment and KS1 classes have further equipment in class, such as cubes and counters to support their learning.

## **Use of ICT**

Where appropriate children should have the opportunity to develop their mathematical understanding and reinforce knowledge through ICT. Primarily, this is through Emile and LBQ tasks, however websites such as 'mathsframe' are sometimes used to encourage the children to develop skills using games as a hook for learning.

## **Role of the subject leader**

- Work with the class teacher to offer support on the planning of the curriculum
- Organise resources and making them accessible to class teachers, encouraging staff to use the resources
- Liaise with other subject leaders to develop links between and across subjects.
- Arrange for specialist opportunities as needed such as extra-curricular clubs.
- To attend courses/conferences to learn about new innovations in Maths across EYFS, KS1 and KS2.
- To evaluate the subject regularly, in line with the school's self-evaluation policy
- Ensure lessons are delivered in a manner which supports the teaching and learning policy

## **Supporting new staff**

All staff within school are responsible for supporting new staff, whether this be ECTs in their first teaching post or more experienced staff that are new to St Peter's. Subject leaders will support staff in a number of informal ways

- Provide an overview of the planning for the specific subject and year group;
- Allow the new teacher to observe good quality teaching and learning if requested;
- Talk confidently about own subject area;
- Keep the teacher informed as to any changes which are imminent in the subject;
- Be willing to offer time and guidance if needed on developing the subject area with the new teacher.

In addition to these methods, ECT 's will also have the support of a mentor who will meet regularly with them and be their first point of contact should any queries around specific subjects arise. The subject leader will provide any additional support needed to ECT's if there are areas that the ECT would like to discuss.

## **Cross-curricular links**

Maths has many strong curricular links, in particular with English, (e.g. reading problems, explaining methods), Science and Geography, (e.g. data collection and analysis), PE and DT where shape and measures are an integral part of the subject. Other cross curricular links include History (e.g. understanding of dates).