

Cottesmore St Mary Catholic Primary School

Mathematics Policy



'Mane nobiscum Domine'
(Abide with us O Lord)

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Progressions in Calculations Policy, Assessment Policy, Homework Policy, Teaching and Learning Policy, Inclusion Policy, Maths Website Page

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Our Mission

God made each one of us, we are all His disciples.

We believe in ourselves and help each other to do our best, respecting each other's differences and including everyone. We show care for others, especially by helping those in need and acting as God wants us to whilst living the Gospel daily.

We pray and worship together and so grow closer to God and each other, celebrating when others do well. We are part of God's family, supporting other people in school, at home, at church and in the world around us.

Mane nobiscum Domine - Abide with us Lord.



We want the children who leave our school to make the most of every learning opportunity so that they can grow into the best people they can be, fulfilling their dreams and God's special plan for them, being happy and confident and joyfully showing to others their faith in God.

Maths Intent

‘Pure mathematics is, in its way, the poetry of logical ideas.’ Albert Einstein

Why our Maths curriculum looks like this:

At Cottesmore, we value a maths curriculum that is creative and engaging. We want all children to have access to this curriculum and to make good progress in lessons. Our children need to develop the necessary skills to make them “deep thinkers” acquiring maths skills that can be recalled quickly and transferred and applied in different contexts. They need to be able to make rich connections across the areas of maths and use their knowledge in other subjects, especially Science. We want children to realise that mathematics has been developed over centuries, providing the solution to some of history’s most intriguing problems. We want them to know that it is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment.

We want our children at Cottesmore to aspire to be anything they dream to be: architects, astronomers, accountants, analysts, software engineers, surveyors, computer programmer, statistician, economist, data scientists of the future. But predominately, we want the children at Cottesmore to be able to have a firm understanding in how maths is intertwined in everyday life. We want them to be able to understand the importance of running a household effectively and manage money income and save and avoid debt. We want our children to recognise how important maths is in society and especially in less economic countries. Through God’s love, we fund raise for important world causes and give money to charities important to our school. We want our children to dream about making a difference to the world in any area of maths and believe that they are truly blessed in maths and they are our mathematicians of the future.

At Cottesmore, we are proud that we provide a curriculum for life for all, regardless of background and our ambitious mathematics curriculum plays a vital role in equipping each child with the skills and knowledge needed to take advantage of opportunities in later life. We set high expectations and provide a breadth of expectations throughout their mathematical learning. The vocabulary-rich, knowledge-engaged curriculum provides children with a deep-rooted understanding and ability to provide reasoning of concepts within the curriculum. We equip the children with the knowledge and skills to apply mathematics, preparing them for their next step in education and aiding them in achieving the minimum grade 4 or better at GCSE. The practical, talk-based and problem solving opportunities that thread through our curriculum equip our children, whatever their social background, the skills required to be an active and positive citizen in modern Britain.

We enrich maths at Cottesmore in many ways: enterprise events, links with businesses (Brighton Chamber), Times Tables Rockstars, parent workshops, problem solving days, competitions and we also work in collaboration with the feeder secondary school. Maths is the foundation for understanding the world and we want our children to know the purpose behind their learning and to apply their knowledge to their everyday lives. As our children progress, we intend for our children to be able to understand the world, have the ability to reason mathematically, have an appreciation of the beauty and power of mathematics and a sense of enjoyment and curiosity about the subject.

Implementation of the Mathematics Policy

How Maths is taught at Cottesmore: Curriculum

At Cottesmore we follow the White Rose Maths planning resources in order to ensure that our children have full coverage of the Maths National Curriculum and to allow our children to revisit topics several times over the year, allowing their knowledge to embed. All children are catered for within maths lessons ensuring that the teacher offers the necessary support and challenge for each individual to make progress. We ensure that Maths is taught in a creative and engaging way using a wide array of manipulatives to aid and support our children in their learning. Technology is used widely across each year group to deliver the curriculum and to offer the children a range of engaging activities to challenge and inspire. We aim to encourage the deepest reasoning from our children so that their knowledge can be transferred and applied in many contexts including other subject, for

example, Science and Art and their everyday lives. Maths is widely promoted across the school and our classrooms have working walls that the children can utilise to support their learning and provide extra challenge.

Our aim is to ensure that the three core areas of the national curriculum are covered in all our lessons: fluency, reasoning and problem solving. We offer the children the opportunity to have varied and frequent practice of their mathematical skills with the focus on their ability to recall and apply their knowledge rapidly and accurately. Reasoning is a key area in all our lessons as our children need to be able to: describe, explain, convince, justify and prove in order to be successful in this subject. Mathematical vocabulary is an essential part of each lesson and the children need to understand this within the area they are studying and be able to make rich connections across other areas within the subject. Each lesson provides children with the opportunity to reason through their ideas, use their mathematical language to explore a line enquiry and problem solve routine and non-routine problems. We hope to build problem-solvers of the future and build resilience in our children; essential skills they can use in all aspects of their learning. Here at Cottesmore, we offer a wealth of enrichment activities to promote Maths within our children's lives including Times Tables Rock Stars and dedicated maths weeks in school (See Maths intent for more information.)

Fluency

At Cottesmore we want children to develop 'instant and automatic recall' of key facts and concepts to prevent their working memory from becoming overloaded. Developing fluency is a fundamental element of mathematics teaching and learning. Fluency involves pupils gaining secure knowledge of key mathematical facts, concepts and procedures, and being able to recall and apply them accurately, efficiently and flexibly. Regular fluency practice helps children develop confidence with number facts, calculation strategies and mathematical vocabulary, reducing cognitive load and allowing them to focus on reasoning and problem-solving. Through frequent opportunities to revisit and practise previously taught learning, pupils build automaticity, strengthen long-term memory and deepen their understanding of mathematical relationships. Fluency is developed through a range of engaging activities, including retrieval practice, oral rehearsal, number sense activities, arithmetic practice and the use of mathematical representations and structures. By prioritising fluency, we ensure that all pupils develop the strong mathematical foundations needed to achieve success across the mathematics curriculum.

Mastering Number at KS1

Our school participates in the Mastering Number programme, developed by the Maths Hub, to support pupils in developing strong foundations in number sense and fluency. Through short, daily sessions, pupils are provided with opportunities to develop a deep understanding of number, secure knowledge of number facts and confidence in using efficient mental calculation strategies. The programme focuses on helping children recognise the relationships between numbers, understand the composition of numbers and develop automatic recall of key number facts. Learning is carefully sequenced and supported through the use of mathematical representations, structures and talk, enabling pupils to make connections and deepen their understanding. Mastering Number promotes flexibility in thinking and encourages pupils to reason about number rather than rely on rote procedures. By strengthening number sense from an early age, the programme supports pupils in becoming confident and successful mathematicians, providing a secure foundation for future learning across the mathematics curriculum.

KIRFS (Key Instant Recall Facts)

At Cottesmore, we value the importance of fluency and recognise that it underpins everything else that is done in Maths. We use Key Instant Recall Facts to help develop children's fluency in mathematics. Each year group has a set of Key Instant Recall Facts to learn each half term. These are intended to be challenging and it is intended that children will be taught the necessary maths in lessons beforehand.

We expect children to practise their KIRFs and this is set as optional homework for parents/carers to practise at home and we encourage children to do this regularly.

We also encourage early exposure to basic maths at home through the use of playing games at home, such as board and card games to games that involve dice and dominoes. We believe that establishing early firm foundations in early number sense and fact number knowledge will lead to building fluency in many areas in Maths.

Fluency in Times Tables approach - Years 2, 3 and 4

At Cottesmore, in Years 2, 3 and 4, we dedicate a lot of time to learning of new times tables. In Year 2, we focus on 2, 5 and 10; in Year 3, we focus on 3, 4, 8, 6, 9 and in Year 4, we focus on 7, 11 and 12 and recap on all the times tables. We subscribe to Times Tables Rock Stars, and children in Year 2, 3 and 4 are encouraged to access this regularly at home, as well as their regular practice in school.

We believe that times table learning is more about merely just recalling facts and rote learning. It is our belief that children should go further than merely recalling facts and make connections with commutativity and inverse facts, mini and mega facts. For example, not just knowing $3 \times 6 = 18$ but $30 \times 6 = 180$ and $0.3 \times 6 = 1.8$ and the distributive law like $(1 \times 6) + (2 \times 6)$ and also knowing that 3×6 is the same as $(4 \times 6) - 6$.

In Year 3 and 4, we also use a selection of booklets to support times table practice. The booklets help the progression in times tables at Cottesmore.

Each booklet works progressively through learning a times table

- Practice the first part of the new times table
- Practice the second part of the new times table
- Practice all the facts from the new times table
- Mix this times table with previously learnt times table facts

The booklets have been written to learn the times tables in this order: 2, 5, 3, 4, 6, 7, 8, 9. We spend lots of time securing facts to 9×9 , as these are the building blocks they need in Y5 and Y6 to do any written algorithm (short multiplication and division and long multiplication). These booklets all build on the last one, with a final section of mixed practice.

There is a stand-alone book for the 10 times table (which obviously comes earlier in the sequence). There are stand-alone books for the 11- and 12-times table, which need to be done for the Y4 times table check. These do not include division facts. There is a mixed practice booklet for all times tables up to 12×12 which can be used before the check. This overweight's the 6, 7, 8- and 9-times table facts as children tend to find these harder to remember. In line with the check, this does not include division facts. With the above exceptions, we include division facts in the booklets (about 1 in 5 questions is a division question) as it is so helpful for children in terms of understanding the inverse relationship between multiplication and division. However, there are not going to be division facts in the Y4 check. The booklets for times tables 2 – 5 and 10 include only division by that times table (e.g. $16 \div 2$ but not $16 \div 8$ in 2 times table) as this supports understanding of division by grouping. By the time children get to the 6, 7, 8- and 9-times table they should have a good understanding of both grouping and sharing so e.g. both $54 \div 6$ and $54 \div 9$ are included in the 6 times table booklet. Cottesmore teachers engage with the process and take ownership over the learning of tables. They must know who is 'stuck' and what is the one fact they will learn that day. If teachers just hand out booklets and go through the process, it won't get results. It is the teacher's job to find the barrier for children who aren't progressing and problem solve past the barrier. It is crucial that teachers are enthusiastic about the challenge and create an environment where the children feel excited (and not nervous) about the challenge and encouraging of their peers.

Fluent in the use of manipulatives

We ensure at Cottesmore that the children have exposure to consistent core set of representations so that they are able to make rich connections that expose important mathematical structures and

ideas, and make them accessible to pupils. Consistent use of the same representations across year groups help to connect prior learning to new learning.

These are: Number lines, 10 frames, bar models and part/part/whole model.

For example, the use of the tens frame in Year 1 is filled with ones to represent 10 and progression in to year 4, where each counter represents 100 and a filled frame represents 1000.

Reasoning

At Cottesmore, we try to incorporate reasoning opportunities into lesson planning and delivery. Children at all stages of their learning are taught to structure their answers and given opportunities to orally rehearse and to challenge their own ideas and the ideas of those around them.

We use stem sentences to model and structure our talk and try to frame our responses using the A.P.E model (answer it, prove it, explain it).

We also use the below resources for excellent activities to develop this skill further.

I See Reasoning- Gareth Metcalf

Rapid Reasoning- Third Space Learning

My Maths- For home learning

Stem Sentences

At Cottesmore, we use precise mathematical language through the use of stem sentences and generalisations as it can benefit the learners by:

- Maintaining children's focus
- Enabling all children to recognise what's important and what need to be remembered for later learning
- Reducing cognitive load to enable learning to happen
- Retrieval of critical prior knowledge- enabling ideas to be connected
- Providing the correct language for all children to think about and communicate mathematical ideas.
- Providing high quality shared language to discuss, connect and share ideas
- Bridging the concrete and pictorial to abstract.

In order for these to be used effectively and have the best impact of the learner we use repetition.

I say, you say, you say, we all say, I say

This technique enables the teacher to provide a sentence stem for the children to communicate their ideas with mathematical precision and clarity. Repeated use helps to embed key conceptual knowledge to the long-term memory.

Problem Solving

Problem solving is a fundamental aspect of mathematics and enables pupils to apply their knowledge, skills and understanding in a range of meaningful contexts. Through engaging with mathematical problems, pupils learn to think critically, make connections, select appropriate strategies and persevere when faced with challenges.

At our school, pupils are provided with regular opportunities to solve a variety of mathematical problems, including those that require reasoning, investigation and the application of previously taught concepts. Children are encouraged to explore different approaches, explain their thinking, test conjectures and evaluate the efficiency of their methods.

Problem-solving activities are carefully planned to promote independence, resilience and confidence, enabling pupils to develop as capable and reflective mathematicians. By applying their mathematical learning in both familiar and unfamiliar situations, pupils deepen their conceptual understanding and become increasingly adept at using mathematics to make sense of the world around them.

How maths is taught at Cottesmore: Pedagogy

The teachers have a flexible approach to the structure of their lesson so that they can reach the needs of an ambitious Maths curriculum. However, all maths lessons must have the following key elements:

1. Fluency starter
2. Review of learning- low stake assessments
3. Skills practice- ping pong approach- I do, you do
4. Modelling by the teacher
5. Independent activity- WR sheets
6. Support/ Challenge
7. Plenary/mini review (Pit Stop)

All lessons will cater for the individual needs of the children and to include some element of reasoning and problem solving. Questioning is a key part of the maths lesson- letting the children demonstrate what they know and challenging them every step.

The content and principles underpinning the 2014 Mathematics curriculum and the Maths curriculum at Cottesmore, reflect those found in high-performing education systems internationally, particularly those of east and south-east Asian countries such as Singapore, Japan, South Korea and China. These principles and features characterise this approach and convey how our curriculum is implemented:

- Teachers reinforce an expectation that all children are capable of achieving high standards in Mathematics.
- The large majority of children progress through the curriculum content at the same pace.
- Differentiation is achieved by emphasising deep knowledge and through individual support and intervention. For example, Concrete and pictorial manipulatives and Master Classes (Next Day Intervention).
- Teaching is underpinned by methodical curriculum design (small step learning intentions) and supported by carefully crafted lessons and resources to foster deep conceptual and procedural knowledge.
- Practice and consolidation play a central role. Carefully designed variation within this builds fluency and understanding of underlying mathematical concepts.
- Teachers use precise questioning in class to test conceptual and procedural knowledge and assess children regularly to identify those requiring intervention, so that all children keep up.

To ensure whole consistency and progression, the school uses the White Rose Maths scheme and the school's ongoing engagement with the DFE funded Maths Hubs programme continues to ensure that staff at all levels understand the pedagogy of the approach. Mathematical topics are taught in blocks, to enable the achievement of 'mastery' over time. Each lesson phase provides the means to achieve greater depth, with more-able children being offered rich and sophisticated problems, as well as exploratory, investigative tasks, within the lesson as appropriate.

Pre-assessment and pre-teaching

Pre-assessment is used to identify pupils' existing knowledge, understanding and skills before new learning takes place. This enables teachers to establish starting points, identify misconceptions and ensure that learning is appropriately matched to the needs of all pupils.

For some learners, including pupils with SEND, those who may require additional support, and pupils who demonstrate a secure understanding of prior learning, targeted pre-assessment provides valuable information that informs planning and teaching. Outcomes from pre-assessment enable teachers to adapt instruction, provide timely intervention, scaffold learning where necessary and offer appropriate challenge to deepen understanding.

Pre-assessment may take a variety of forms, including discussion, retrieval activities, low-stakes quizzes, practical tasks and observations. The information gathered supports responsive teaching

and helps ensure that all pupils can access the curriculum, make progress from their individual starting points and experience success in mathematics.

Through effective pre-assessment, teachers are able to identify barriers to learning early, build upon existing strengths and provide learning opportunities that meet the needs of every child.

Use of concrete resources

At Cottesmore, we use consistent approach throughout the school to the type of manipulatives and representations that the children use. A core set of representations have been selected to expose important mathematical structures and ideas, and make them accessible to pupils. Consistent use of the same representations across year groups help to connect prior learning to new learning. We use Rekenreks to help the children to think mathematically and subitise and calculate fluently.

We aim to move through the concrete, pictorial and abstract stage of learning when teaching all mathematical topics. We use the concrete stage and use of manipulatives to expose the Maths and build conceptual understanding for the children. Once this is secure, we move into the pictorial stage of learning and rely on the use of our core representations. Then our children are confident with the use of the abstract number symbols.

Interventions

Assessment

Teacher's at Cottesmore plan frequent, low-stake assessments throughout the learning journey to help children prepare for assessments that focus on what the children have actually learnt. We use End of Block Assessments from White Rose at the end of each unit, in addition to frequent arithmetic practice from Testbase. We often do this at the review phase at the start of the lesson or in plenaries at the end of lessons.

Once a term, we complete summative assessment using Rising Stars PUMA tests. These are tracked and logged onto Boost Insights where levels of attainment can be found and gap analysis can take place so that teachers are aware of each child's gaps in learning.

In Year 6, the SATs tests are taken in May, testing children in three tests (arithmetic, reasoning 1 and reasoning 2). In Year 4, pupils take the Multiplication Tables Check in June, testing their speed in recall of the multiplication tables up to 12x12.

Inclusion and Equality of Opportunity

We believe that all children can achieve and succeed in mathematics. Through our teaching for mastery approach, all pupils are provided with access to the same ambitious curriculum and are supported to develop a deep and secure understanding of mathematical concepts.

Pupils with Special Educational Needs and Disabilities (SEND), those eligible for Pupil Premium (PP) and pupils with English as an Additional Language (EAL) are supported through high-quality adaptive teaching rather than differentiated learning objectives. Teachers carefully consider barriers to learning and provide appropriate scaffolds to ensure all pupils can access and engage with the lesson.

Support may include the use of concrete resources and pictorial representations, pre-teaching of key concepts and vocabulary, targeted questioning, additional modelling, structured mathematical talk, visual prompts and adult support where appropriate. Learning is broken down into manageable steps, with opportunities for overlearning, rehearsal and retrieval to strengthen understanding and retention.

Pupils with EAL are supported through explicit teaching of mathematical vocabulary, visual representations, partner talk and opportunities to develop both language and mathematical understanding simultaneously. Pupils eligible for Pupil Premium are monitored carefully to ensure they have full access to learning opportunities and any additional support required to enable them to achieve their potential.

Where necessary, timely intervention and pre-teaching are used to address misconceptions and gaps in understanding, allowing pupils to participate confidently in whole-class learning. Appropriate challenge is provided for all learners to ensure that every child can make progress and experience success in mathematics.

Presentation

High standards of presentation support pupils in developing accuracy, organisation and pride in their mathematical work. Consistent expectations across the school help pupils to record their learning clearly and effectively.

All mathematical work is recorded in maths books unless an alternative format has been identified to meet an individual pupil's needs. Pupils should follow the school's agreed presentation guidelines, including the use of DUMTUM (Date, Underline, Miss a line, Title, Underline, Miss a line) where appropriate. Numbers should be formed correctly and written clearly, with one digit recorded in each square to support place value understanding and accuracy in calculation.

Worksheets are used to enhance learning. Where worksheets are used, they should be appropriately sized and presented so that pupils can record neatly and demonstrate their mathematical thinking.

Whenever possible, pupils should be encouraged to record calculations, representations and reasoning directly into their maths books to provide a clear record of their learning journey.

Teachers model high expectations for presentation and support pupils in developing good habits that promote mathematical accuracy and independence.

Impact

The school has a supportive ethos and our approaches support the children in developing their collaborative and independent skills, as well as empathy and the need to recognise the achievement of others. Children can underperform in Mathematics because they think they can't do it or are not naturally good at it. At Cottesmore, we promote a growth mindset and ensure all children experience challenge and success in Mathematics. Regular and ongoing assessment informs teaching, as well as intervention, to support and enable the success of each child. These factors ensure that we are able to maintain high standards, with achievement at the end of KS2 above the national average and a high proportion of children demonstrating greater depth, at the end of each phase.

How do we measure the impact?

The impact of mathematics teaching and learning is monitored through a range of assessment and evaluation processes. Pupil attainment and progress data is collected and analysed three times a year to provide an overview of achievement across the school and to identify strengths and areas for development.

Following each data collection point, outcomes are disseminated to staff and discussed during pupil progress meetings. Analysis focuses on identifying trends and patterns within cohorts, classes and groups of pupils, including those with SEND, pupils eligible for Pupil Premium and pupils with English as an Additional Language (EAL).

The information gathered is used to inform future planning, identify priorities for intervention and support, evaluate the effectiveness of teaching approaches and ensure that all pupils are making appropriate progress. Ongoing monitoring through lesson visits, book looks, pupil voice activities and formative assessment further contributes to our understanding of the impact of mathematics provision across the school.

By regularly reviewing attainment, progress and teaching practices, we ensure that our mathematics curriculum continues to meet the needs of all learners and supports high standards of achievement.

Foundation Stage organisation

Our Foundation Stage teachers use the Early Years Foundation Stage Curriculum to support their teaching of Mathematics in the Foundation Stage. The children have the opportunity to talk and communicate in a widening range of situations and to practise and extend their range of vocabulary and mathematical skills. The children explore, enjoy, learn about, and use Mathematics in a range of personalised situations. The short-term planning is done weekly, listing the specific learning objectives that are to be covered in each year group class for each lesson that week.

Mathematics is assessed using the criteria from the Early Learning Goals.

Planning formats

The School uses the White Rose Hub planning in KS1 and KS2 for long- and medium-term planning and this informs our teachers' weekly short term planning.

Calculation Policy

Please refer to our Calculation Policy which can be found on our website in the Curriculum/Maths area.

Cross curricular

Opportunities are used to draw mathematical experiences out of a range of activities in other subjects, such as in PE, Science and Geography, to enable children to apply and use Mathematics in both real life and academic contexts and make links.

Resources

The use of Mathematics resources is integral to the Concrete – Pictorial – Abstract approach and thus planned into our learning and teaching: See Progressions in calculation Policy.

We have a wide variety of good quality equipment and resources, both tangible and ICT based, to support our learning and teaching.

These resources are used by our teachers and children in a number of ways including:

- Demonstrating or modelling an idea, an operation or method of calculation, e.g.: a number line; place value cards; dienes; money or coins; measuring equipment for capacity, mass and length; bead strings; the interactive whiteboards and related software; 3D shapes and/or nets; Numicon and related resources and software; multilink cubes; clocks; protractors; calculators; dice; number and fractions' fans; individual whiteboards and pens; and 2D shapes and pattern blocks, amongst other things;
- Enabling children to use a calculation strategy or method that they couldn't do without help, by using any of the above or other resources as required; and
- Providing a context, where possible and linking it to the application and practise of calculation strategies and number skills.

Standard resources, such as number lines, multi-link cubes, dienes, hundred squares, shapes, etc. are located within individual classrooms. Resources within individual classes are accessible to all pupils who should be encouraged to be responsible for their use. Further resources (often larger items shared by the whole school) are located in the stock cupboard.

A range of Mathematics websites are also available to extend learning at home. Each child in Years 1 to 6 has access to the subscription MyMaths website, which they can access at home or at school to support their learning in Mathematics. The website follows and supports the National Curriculum 2014 and learning can be child lead or teacher lead, with individual teachers setting work for the children which appear when they access the website. Year 2-6 have access to Times Tables Rock Stars.

Teachers are encouraged to use the school playgrounds as an outdoor classroom when possible, for example, when teaching length, area or perimeter.

Each year group in the school has access to Numicon resources relevant to their class groups. The Numicon resources are tangible resources, which are used for individual interventions; intervention groups; or in-class focus groups in all year groups, but focused particularly on KS1 and Foundation Stage. Teachers also compliment the use of Numicon with use of the Numicon Interactive Whiteboard software.

Homework (please refer to the School's Homework Policy)

Homework provides opportunities for children to: practise and consolidate their skills and knowledge; develop and extend their techniques and strategies; and prepare for their future learning through out of class activities and homework.

Children are encouraged to practise their times tables and KIRFs for homework. Additional optional homework activities are set on MyMaths for children in Years 2-6 which focus on the learning taken place recently in class to consolidate learning.

Parents/Carers

The School aims to involve parents/carers in their children's learning as much as possible and to inform them regularly of their child's progress in Mathematics. Parents/carers have the opportunity to meet with their child's class teacher at least twice a year at Parent Consultation Meetings and receive written targets during the year, together with a summative report at the end of the year. Parents/carers are encouraged to speak to their child's teacher at any point during the year, either informally or by making a specific appointment to discuss anything to further support them at home. Information about their child's standards, achievements and future targets in Mathematics is shared with parents/carers at these times and also ways that parents/carers may be able to assist with their child's learning. Parents/carers are encouraged to support their children with homework. The Year 6 teachers annually hold a SATs Parent's Evening to inform and discuss the SATs tests in Mathematics.

We also hold supportive meetings for parents every year where we explain 'This is how we do it' in regards to the calculation methods that we use in our teaching across all year groups.

Subject Leader

The role of the Subject Leader is to provide professional leadership and management in Mathematics in order to secure high quality teaching, effective use of resources and high standards of learning and achievement for all pupils. They will achieve this by affecting the following key areas: strategic direction and development; learning and teaching (including planning and marking and presentation); leading and managing staff; and efficient and effective deployment of staff and resources. The Subject Leader will train and coach staff on Mathematical pedagogy within the school and keep up to date with developments from a county and national level. The Subject Leader has regular discussions with the Head Teacher and other senior leaders about learning and teaching in Mathematics and provides data and a subject overview of the strengths and weaknesses of Mathematics within Cottesmore St Mary Catholic Primary School on a termly basis. During the academic year the Subject Leader has specific allocated time for subject self-evaluation activities and coaching and mentoring of teachers and TA.