

Mathematics policy

Summer 2025

# Curriculum aims

Our curriculum aims as taken from the National Curriculum is for children to:

* become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
* reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language
* can solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

**Curriculum**

The intent of our mathematics curriculum is to design a curriculum, which is accessible to all and will maximise the development of every child’s ability and academic achievement. We teach through a mastery approach where we have the belief that all children can achieve. At Cale Green we use the long-term planning from MathsHub to structure units of work and to ensure coverage of the national curriculum objectives. We deliver lessons that are creative and engaging. We want children to make rich connections across mathematical ideas to develop fluency, mathematical reasoning and competence in solving increasingly sophisticated problems. We intend for our pupils to be able to apply their mathematical knowledge to science and other subjects. 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. As our pupils’ progress, we intend for our pupils 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.

# Legislation and guidance

This policy reflects the requirements of the [National Curriculum programmes of study](https://www.gov.uk/government/collections/national-curriculum), which all maintained schools in England must teach.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](https://www.gov.uk/government/publications/send-code-of-practice-0-to-25) and [Equality Act 2010](http://www.legislation.gov.uk/ukpga/2010/15/part/6/chapter/1), and refers to curriculum-related expectations of governing boards set out in the Department for Education’s [Governance Handbook](https://www.gov.uk/government/publications/governance-handbook).

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage (EYFS) statutory framework](https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2).

# Roles and responsibilities

The governing board

The governing board will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The governing board will also ensure that:

* A robust framework is in place for setting curriculum priorities and aspirational targets
* Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements
* Provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)
* The school implements the relevant statutory assessment arrangements
* It participates actively in decision-making about the breadth and balance of the curriculum
* It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals

Headteacher

The headteacher is responsible for ensuring that this policy is adhered to, and that:

* All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
* The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board
* Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum
* They manage requests to withdraw children from curriculum subjects, where appropriate
* The school’s procedures for assessment meet all legal requirements
* The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
* The governing board is advised on whole-school targets in order to make informed decisions
* Proper provision is in place for pupils with different abilities and needs, including children with SEN

Subject Lead

Michelle Cronshaw, as the subject Lead will monitor the teaching of mathematics at Cale Green and will attend the relevant training to ensure curriculum knowledge is current.

# Organisation and planning

At Cale Green, we leave no stone unturned in ensuring that each child achieves their full potential. One of the ways we do this is by ensuring that all our children are given Quality First Teaching. This means that our teaching emphasises high quality, inclusive methods and strategies that help all children to overcome any barriers to their learning and provides opportunities for challenge and curiosity.

At Cale Green, we follow the scheme of work for Mixed age on White Rose. However, as a school we have adapted the units to meet the needs of our cohorts. (See attached overview) This includes redistributing the units to meet the needs of our children. Re-organising to meet the needs of national tests e.g. with Year 5/6, restructuring the classes to ensure each child is taught the next steps needed to progress. Staff have the autonomy to adjust the lengths of the units based on ongoing in class assessment, to ensure coverage and based on pupils understanding.

Whilst recorded work is important to demonstrate understanding and allow for the application of new skills, there is no expectation that there will be recorded evidence for each lesson in pupils’ books. Where work has been recorded it will be marked using the symbols taken from the marking policy, this may also include self and peer assessment.

We have a ‘tiered’ approach to planning for the development of effective teaching so that there is a logical and well-sequenced plan to support and sustain the highest quality:

1. Quality First Teaching
2. Targeted Academic Support
3. Wider Strategies- We make use of tutoring and interventions to support our lowest attaining pupils with additional bespoke support outside of the school day.

Professional development is focused on the development of the skills necessary for all teaching staff to deliver high quality teaching. In 2024-25 we are delivering the Mastering Number program across EYFS to ensure the key skills of counting, subitising, cardinality, comparison and composition are fully embedded, also engaging pupils and parents through Mastering Number@home. We are also participating in the Sustaining Mastery workgroup with a focus on planning effectively for mixed age classes.

At Cale Green we have developed the way we teach mathematics through involvement with the ncetm and MathsHub and the use of TRG to model, refine and derive a set of principles for teaching and learning.

Some of the ways we do this are:

* Developing an enabling environment including our classrooms being well organised, accessible with well labelled resources.
* Ensuring that *lesson design* has a clear structure where children are made aware of the learning objective at the start of the lesson
* Staff plan together in phases which ensures continuity of experience for the children and workload reduction for the staff
* The planning of learning is given in small steps and supported by visual clues, including concrete, pictorial and abstract, using the planning sequence from White Rose Maths
* Explicitly teaching new vocabulary – often with the aid of visuals and displays and model the use with sentence stems on flipcharts
* Children are taught different strategies to remember important information and are encouraged to use the ways that work for them e.g. highlighting, steps to success, mnemonics, etc.
* Making explicit links to prior and future learning to make connections across the curriculum - including future careers and sticky knowledge.
* Children work in flexible groups - mixed, pairs and individually, with self and teacher designated focus groups
* Children’s effort and achievement in their work is celebrated using a range of age appropriate strategies including “Mathematician of the day”, ‘Class Dojo’, ‘Merit Certificates’, verbal and written praise etc.
* Teachers ensure that learning is enjoyable and that children are excited about what they are doing
* Every teacher is a teacher of children with SEN and receives training to ensure they are using the appropriate techniques and resources to support any children with Special Educational Needs
* Use appropriate strategies such as ‘scaffolding’ and through the use of sentence stems to model reasoning responses to support children with EAL
* Pupils have access to technology to support their computing and digital literacy in maths lesson where needed. For example, the use of digital translators to support EAL learners with worded problem.
* Staff carefully track each child’s progress to ensure that they are able to reach their full potential
* Pupils evaluate their learning at the end of each lesson and this is recorded on the flipchart. Teachers then use this information to inform future planning and support.
* Staff meet regularly with parents and carers to discuss their children’s progress and keep them up to date with what their children are learning

EYFS also follow the structure of White Rose Maths and use lesson design to plan and deliver lessons, see our EYFS policy for further information on how our early years curriculum is delivered.

# Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

* more able pupils
* pupils with low prior attainment
* pupils from disadvantaged backgrounds
* pupils with SEN
* pupils with English as an additional language (EAL)
* international new arrivals

Teachers will plan lessons so that pupils with SEN and/or disabilities can study mathematics and ensure that there are no barriers to every pupil achieving.

Teachers will support an anti-racism curriculum that demonstrates equality across our school.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, through the use of explicitly taught vocabulary and sentence stems for oral responses.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

# 

# Monitoring arrangements

Governors monitor coverage of mathematics and compliance with other statutory requirements through:

* Curriculum sub group meetings- with a focus on More Able pupils
* School visits and learning walks
* Data scrutiny
* Policy ratification

Michelle Cronshaw monitors the way their subject is taught throughout the school by:

* Book looks
* Subject spotlight
* Data analysis
* Pupil surveys
* Phase moderation tasks
* Shared planning using lesson design flipcharts

Subject Leaders also have responsibility for monitoring the way in which resources are stored and managed.

This policy will be reviewed every yearbythe Headteacher and Subject Leader. At every review, the policy will be shared with the full governing board.

# Links with other policies

This policy links to the following policies and procedures:

* Calculation policy
* EYFS policy
* Assessment policy
* Teaching and Learning policy
* SEN policy
* Pupil premium policy
* Anti- racism policy

Michelle Cronshaw

Summer 2025

To be reviewed 2026