



Mathematics Policy

1. Policy Statement

This policy outlines the intent, implementation and impact of Mathematics teaching and learning at Emneth Academy. It reflects our commitment to high expectations, equity and excellence for all pupils through a mastery approach, underpinned by the White Rose Maths schemes of learning and aligned with the National Curriculum (England).

Mathematics is a core subject that equips pupils with the skills to reason, problem solve and think logically. At Emneth, our aim is to develop confident, fluent mathematicians who enjoy mathematics and can apply their learning across the curriculum and in real-life contexts.

2. Aims and Objectives

We aim to ensure that all pupils:

- Become fluent in the fundamentals of mathematics through regular practice and consolidation developing resilience, confidence and a positive attitude towards mathematics.
- Reason mathematically by following lines of enquiry, making conjectures and justifying answers, solving problems by applying mathematics to a range of contexts.
- Develop a deep and secure conceptual understanding of mathematical ideas using accurate mathematical language and vocabulary.
- Apply mathematics confidently to real-life and life-skill contexts, including budgeting, measuring, and interpreting data including the development of financial fluency and enterprise skills, enabling them to manage money, understand value, and make informed financial decisions now and in their future lives.
- Foster enjoyment in mathematics and curiosity.

3. Curriculum Intent (Ofsted: Quality of Education)

The intent of Emneth's mathematics curriculum is:

- To provide a coherent, well-sequenced and ambitious curriculum for all pupils, including those with SEND and disadvantaged pupils
- To ensure pupils know more and remember more in mathematics over time developing secure conceptual understanding, procedural fluency, reasoning and problem solving
- To close gaps and support equity through a mastery approach that keeps the class learning together
- To equip pupils with financial fluency, enterprise awareness and essential life skills, preparing them for future economic wellbeing

Our curriculum is inclusive by design, reflecting high expectations: it prepares pupils well for the next stage of their education and for participation in modern society.

4. Mastery Approach to Mathematics

At Emneth we adopt a mastery approach characterised by: -

- Small steps learning with clear progression
- Whole-class teaching, where all pupils work on the same concept with appropriate support or challenge.
- Depth through variation, not acceleration.
- Mathematical talk, using precise vocabulary and sentence stems that support independent thinking and problem solving.
- CPA approach (Concrete, Pictorial, Abstract) - Intelligent practice that develops fluency, reasoning and problem solving.

Pupils who grasp concepts quickly are challenged through richer and more complex tasks, while those who need more support receive timely intervention without being removed from the core curriculum.

5. Teaching and Learning (Implementation)

Implementation reflects how the Emneth curriculum intent is translated into practice. The backbone of this is through White Rose Maths planning. The long term plans ensure coverage and progression and Emneth has adopted the White Rose Maths calculations policy to support this. Teachers use White Rose flexibly and professionally, adapting lessons to meet the needs of their pupils while maintaining curriculum coherence.

Effective mathematics teaching at our school includes: -

- Clear explanations, modelling and guided practice from adults that are secure in mathematical knowledge and understanding
- Teaching ensures that learning is not fragmented, and pupils are supported to overcome misconceptions swiftly.
- Consistent use of the CPA approach to support understanding with resources available in all lessons
- High-quality questioning and structured mathematical talk
- Regular opportunities for retrieval and deliberate practice
- Lessons are structured with support from White Rose Maths to support pupils in building knowledge over time and making connections between concepts. Pupils regularly apply mathematics to purposeful contexts such as handling money, budgeting for projects, evaluating value for money, and interpreting data across the breadth of the curriculum.
- Talk partners are used to explain mathematical thinking and develop collaborative and peer learning
- Each classroom will have and use regularly updated working walls that support current learning.

6. Assessment (Impact)

Impact at Emneth is demonstrated through assessment outcomes, pupil voice and the quality of work produced over time. Assessment in mathematics is purposeful and proportionate, allowing teachers to check that pupils are learning what was intended. This is completed in the following ways:

- Formative Assessment allows ongoing checks for understanding during lessons through adept questioning and live marking. Green is used to celebrate success and pink used to indicate where errors have occurred or deeper thinking is required. Children respond in purple pen, in line with the marking and feedback policy.
- Misconceptions are identified in a timely manner and are used to strengthen learning
- Summative Assessment are used half termly and align to curriculum objectives. PiXL assessments are completed with gap analysis being carried out
- End of Key Stage statutory assessments are completed

Assessment evidence shows that pupils build secure knowledge, can explain their thinking clearly, and apply mathematics confidently in increasingly complex contexts.

7. Inclusion and SEND

All pupils are entitled to access a high-quality mathematics curriculum. At Emneth we ensure inclusion by:

- Using concrete resources and visual representations.
- Pre-teaching key vocabulary and concepts where needed.
- Breaking learning into manageable steps.
- Providing targeted support and scaffolding.
- Working closely with SEND staff and external agencies where a more specialist approach is required.

Reasonable adjustments are made to ensure pupils with SEND can access learning and make progress.

Pupils working at greater depth are challenged through open-ended and investigative tasks, rich problem-solving activities, opportunities to reason, generalise and prove and the application of learning in unfamiliar and real-life financial or enterprise contexts. Acceleration to new content is avoided in favour of deepening understanding.

8. Early Years Foundation Stage (EYFS)

In EYFS, mathematics is taught through:

- Play-based and practical experiences
- Daily adult-led mathematics sessions
- Opportunities to explore number, pattern, shape and measure

Early mathematical experiences also support the foundations of financial awareness, such as recognising coins, understanding exchange, and exploring value through role play. Teaching aligns with the EYFS framework and prepares pupils for a smooth transition into Key Stage 1 using mastery principles.

9. Home Learning

Home learning supports classroom learning and may include:

- Consolidation of taught skills through White Rose Resources

- Fluency practice and the use of online platforms where appropriate including TTRS
- Optional real-life activities involving money, budgeting, saving or enterprise challenges

Parents are encouraged to support mathematical talk, positive attitudes towards maths, and everyday financial and practical maths understanding at home.

10. Roles and Responsibilities

Subject Leader

- Provide strategic leadership for mathematics
- Monitor teaching and learning
- Support staff through CPD and coaching
- Analyse data and drive improvement

Teachers

- Plan and deliver high-quality maths lessons using White Rose Maths as a starting point
- Assess pupil understanding effectively through live marking and adept questioning
- Complete formal assessments in line with the PiXL timetable using QLA information to inform future teaching
- Adapt teaching to meet pupil needs

Governors

- Monitor the effectiveness of the mathematics curriculum
- Support and challenge school leaders

11. Monitoring, Evaluation and Review

Leaders evaluate the effectiveness of the mathematics curriculum through a triangulated approach: Lesson observations and learning walks; book scrutiny focused on progression and depth; pupil voice to evaluate understanding and attitudes; analysis of assessment information over time.

Monitoring focuses on curriculum impact, consistency of implementation and equity of provision. Findings inform subject leadership actions, staff development and curriculum refinement.

This policy is reviewed annually to ensure it reflects current statutory guidance and inspection expectations.