



Mathematics Policy

This policy was agreed in January 2026 and will be reviewed in January 2028

Chair of Governors

Date

Executive Headteacher

Date

Kate Gemmell

Introduction

Mathematics is a fundamental life skill and a gateway to future opportunities in education, employment, and everyday problem-solving. Across The Peak Federation,

we recognise the importance of building strong **mathematical knowledge and fluency** so that pupils can confidently apply their learning in real-world contexts and across STEM disciplines. Our curriculum reflects the principles of the **Ofsted 2025 Curriculum Toolkit**, ensuring depth, coherence, and progression for all learners.

We are committed to **adaptive and inclusive teaching**, guided by **EEF recommendations**, so every child can access high-quality learning without lowering expectations. Through carefully planned scaffolding, targeted support, and the use of high-quality resources such as **NCETM** and **White Rose Maths**, we ensure pupils develop secure understanding while fostering independence. Retrieval practice is embedded throughout the curriculum to strengthen long-term memory and enable pupils to recall and apply prior knowledge effectively.

Our approach promotes **Maths Capital**, valuing the cultural and practical significance of mathematics in pupils' lives and future careers. By linking learning to STEM and real-world applications, we aim to inspire curiosity and resilience, equipping pupils with the skills and confidence to thrive in an increasingly mathematical world.

Intent

- Our maths curriculum is designed to ensure **secure and deep understanding** of mathematical concepts, as outlined in the **Ofsted 2025 Curriculum Toolkit**, enabling pupils to know more, remember more, and apply their knowledge fluently.
- We aim to develop **mathematical proficiency and reasoning skills** so that pupils can confidently solve problems and make connections across concepts.
- The curriculum is **ambitious and inclusive**, ensuring all pupils, including those with SEND and disadvantaged backgrounds, access high-quality teaching and achieve well.
- Informed by **EEF guidance**, we prioritise **adaptive teaching** and evidence-based strategies to remove barriers to learning while maintaining high expectations for every pupil.
- Vocabulary and oracy are embedded throughout the curriculum to strengthen conceptual understanding and support secure progression.
- Our approach ensures pupils are prepared for the next stage of education, fostering resilience, independence, and a positive attitude towards mathematics.

Implementation

- **Adaptive Teaching:** Teachers use adaptive strategies to meet diverse needs without lowering expectations, ensuring all pupils access the full curriculum.
- **Responsive Planning:** Lessons are informed by ongoing formative assessment, identifying misconceptions early and adjusting support accordingly.
- **Scaffolding for Security:** Support is temporary and precise—such as worked examples, manipulatives, and structured steps—gradually removed as pupils gain independence.
- **Targeted Questioning:** Teachers employ probing questions to deepen understanding, check reasoning, and promote mathematical thinking for all learners.
- **Flexible Grouping:** Pupils work in varied groupings (pairs, small groups, whole class) to maximise peer support and challenge.
- **Pre-teaching and Vocabulary:** Key mathematical language and concepts are introduced in advance for pupils who need additional support, ensuring secure access to new learning.
- **Use of Representations:** Concrete, pictorial, and abstract representations are used strategically to build conceptual understanding and fluency.
- **High Expectations for All:** Adaptive teaching focuses on removing barriers, not reducing challenge, maintaining ambition for every pupil.
- **Professional Reflection:** Staff regularly review the impact of adaptive strategies through lesson observations, pupil voice, and progress data.

Impact

- **Secure Understanding:** Pupils demonstrate deep conceptual understanding and fluency, evidenced through accurate reasoning and problem-solving.
- **Closing Gaps:** Assessment data shows reduced attainment gaps for disadvantaged and SEND pupils through effective adaptive strategies and where necessary, tailored learning plans.
- **Progress Over Time:** Pupils make sustained progress across year groups, reflected in internal tracking and statutory assessments.
- **Independence and Confidence:** Increased pupil confidence in applying mathematical knowledge independently, observed through classroom practice and pupil voice.

- **Consistency Across School:** Monitoring (book looks, learning walks, and planning scrutiny) confirms consistent use of adaptive teaching strategies aligned with policy.
 - **Professional Development Impact:** Staff feedback and reviews indicates improved confidence and skill in implementing adaptive approaches.
 - **Positive Pupil Outcomes:** End-of-year outcomes and moderation evidence show the vast majority of pupils meeting or exceeding age-related expectations or personalised targets.
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