


# Maths Policy

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| Status | Non - statutory |
| Review cycle | Every 2 years |
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| Date of next review | October 2028 |
| Name of Headteacher | Jo Wreford |
| Name of Chair of Governors | Christina Powell |
| Published on website | Yes |

**Links to whole school intent**

**Language/Vocabulary**

- Vocabulary is an integral part of every lesson, so new vocabulary is not constrained to literacy lessons
- Sentence stems are planned in so children can articulate responses using the correct mathematical terminology.
- Subject specific vocabulary is high level and included in the weekly and daily planning slides
- Maths vocabulary is displayed in the classroom.

In keeping with the whole-school approach to teaching vocabulary, mathematical vocabulary is woven seamlessly into the curriculum at Meadlands. Children are introduced to high-level, advanced vocabulary in all year groups, and are encouraged to use and apply this when reasoning and explaining.
All vocabulary is revisited on a regular basis to ensure embedded understanding. To support children in applying and articulating mathematical terminology, sentence stems are used across all year groups.

Vocabulary is displayed clearly in all classrooms, and is incorporated into all teaching slides.

**Memory**

- Retrieval practice is used daily to embed mathematical concepts.
- KIRFs revisit and embed mathematical facts.
- Times tables practice is regular and robust so knowledge becomes automatic.
- Weekly arithmetic/reasoning papers are completed in Year 6.

At Meadlands, we believe that a strong foundation of number knowledge is a vital component of the mastery model. To ensure fluency and quick recall, daily lessons of Key Instant Recall Facts (KIRFS) are delivered in all year groups. In addition, times table and division facts are constantly practiced to ensure automaticity during application.

All areas of the curriculum are revisited regularly through the delivery of quizzes, games and planned retrieval starters. These are designed to ensure that pupils retain important concepts as the curriculum progresses.

**Wellbeing**

- Mastery for maths ensures all children are taught the same content, allowing for varying pace.
- Children celebrate each other for their times tables successes. Classes often use a “class average” for motivation.
- Pink Clinics are not stigmatised, but used as an opportunity for children to re-visit concepts that they might not feel secure in yet. Choosing to attend a pink clinic empowers the children to take ownership of their learning.

Every child, regardless of their starting point, should see themselves as a mathematician, and be able to recognise their strengths and capabilities within the subject. Our mastery approach ensures that content is taught consistently to every single child, with teacher planning centred around a ‘low threshold, high ceiling’ approach that ensures that all pupils are able to access the entry point in each lesson, and that the more challenging aspects are attainable by all. Teachers at Meadlands work hard to build a classroom environment that encourages pupils to make mistakes and push themselves beyond their comfort zone, and where it is accepted that the time required to achieve the learning outcomes may vary. Pink Clinic interventions (linked to the school’s marking policy: ‘pink for think’) are an opportunity for pupils to revisit concepts that they do not yet feel secure in. They run in response to the pupils’ own self-assessment. Pupils are encouraged to view these interventions as an integrated part of their learning purpose, and by choosing to attend, they are empowered to take ownership of their own learning.

# Intent

At Meadlands, we are passionate about teaching Maths. We want our children to have a secure understanding of the national curriculum, but more importantly we want to develop and grow mathematicians, who love and get excited by maths, who are able to use their new learning in other areas of the curriculum and see how it can be transferred to real life application. Through our maths lessons, we aim to develop children who aspire to be challenged and are independent learners who continually push themselves.

## National Curriculum Aims (2014)

The National Curriculum for mathematics aims to ensure that all children:

- become **fluent** in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that children 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.

## Meadlands' Aims

As well as embracing the aims and objectives from the National Curriculum 2014, Meadlands puts particular emphasis on the following:

- for children to have a positive attitude towards mathematics and be inspired to improve.
- for children to reach their maximum potential in mathematics, through personalised and progressive provision and to have a wide breadth of understanding across all areas of mathematics and real-life application
- to have competence and confidence in mathematical vocabulary, knowledge, concepts and skills including key facts relating to numbers, times table facts and the number system.
- to be able to solve problems, to reason, to think logically and to work systemically and accurately.
- to promote enjoyment and enthusiasm for learning through practical activity, exploration and discussion whether this is independently or in cooperation with others.
- To teach pupils the role that mathematics plays in the wider world, and the universal application of its content

## Entitlement

Mathematics is a core subject in the National Curriculum 2014 and is broken up into 7 topics: number and place value, addition and subtraction, multiplication and division, fractions decimals and percentages, geometry, statistics, and measurement. All children are given the opportunity to cover the programmes of study relevant to their year groups. In both key stages, mathematics is taught explicitly and daily. Further opportunities for learning and application are threaded throughout the science, topic and DT curricula. In Early Years, mathematics is taught explicitly each day (weekly in nursery). In addition, daily activities are available through continuous provision and all children are encouraged to engage.

**Phase National Curriculum Objectives:**

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|---|---|
| **End of Key Stage 1** | Children develop confidence and **mental fluency with whole numbers, counting and place value**. This should involve **working with numerals, words and the four operations**, including with practical resources [for example, concrete objects and measuring tools].<br><br>At this stage, Children should develop their ability to **recognise, describe, draw, compare and sort different shapes and use the related vocabulary**. Teaching should also involve using a range of measures to describe and compare different quantities such as length, mass, capacity/volume, time and money. 2005<br><br>By the end of Year 2, children should know the **number bonds to 20** and **be precise in using and understanding place value**. An emphasis on practice at this early stage will aid fluency. Children should **read and spell mathematical vocabulary**, at a level consistent with their increasing word reading and spelling knowledge at key stage 1. |
| **End of Lower Key Stage 2** | The principal focus of mathematics teaching in lower key stage 2 is to ensure that children become increasingly **fluent with whole numbers and the four operations, including number facts and the concept of place value**. This should ensure that Children **develop efficient written and mental methods** and **perform calculations accurately with increasingly large whole numbers**.<br><br>At this stage, children should **develop their ability to solve a range of problems, including with simple fractions and decimal place value**. Teaching should also ensure that children draw with increasing accuracy and develop mathematical reasoning so they **can analyse shapes and their properties**, and confidently describe the relationships between them. It should ensure that they can **use measuring instruments with accuracy and make connections between measure and number**.<br><br>By the end of year 4, children should have **memorised their multiplication tables up to and including the 12 times table** and show precision and fluency in their work.<br>Children should **read and spell mathematical vocabulary correctly and confidently**, using their growing word reading knowledge and their knowledge of spelling. |
| **End of Upper Key Stage 2** | The principal focus of mathematics teaching in upper key stage 2 is to ensure that children **extend their understanding of the number system and place value to include larger integers**. This should **develop the connections that children make between multiplication and division with fractions, decimals, percentages and ratio**.<br><br>At this stage, children should **develop their ability to solve a wider range of problems**, including increasingly complex properties of numbers and arithmetic, and problems demanding efficient written and mental methods of calculation. With this foundation in arithmetic**, children are introduced to the language of algebra as a means for solving a variety of problems**. Teaching in geometry and measures should consolidate and extend knowledge developed in number. Teaching should also ensure that children **classify shapes with increasingly complex geometric properties and that they learn the vocabulary they need to describe them**.<br><br>By the end of Y**ear 6, children should be fluent in written methods for all four operations, including long multiplication and division**, and in working with fractions, decimals and percentages. Children should **read, spell and pronounce mathematical vocabulary correctly**. |

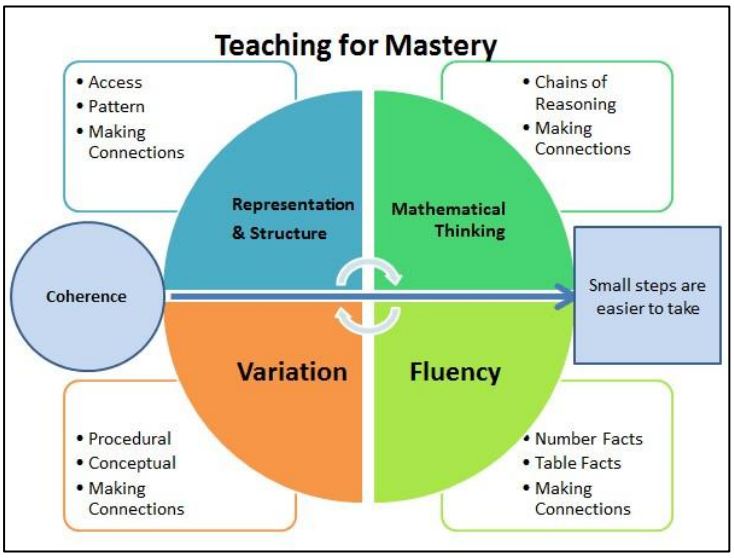
# Implementation

**Teaching for mastery: What does mastery maths mean?**

At Meadlands, we follow the National Curriculum and use the White Rose maths scheme which uses a Maths Mastery approach to teaching. By following this approach, we ensure that all children are taught the same mathematical content together. There is no acceleration of learning onto newer content. Since mastery is what we want children to acquire (or go on acquiring), rather than teachers to exhibit, we use the phrase 'teaching for mastery' to describe the range of elements of classroom practice that give children the best chances of mastering mathematics. Mastering maths means acquiring a deep, long-term, secure, and adaptable understanding of the subject. At any one point in a child's journey through school, achieving mastery is taken to mean acquiring a solid enough understanding of the maths that's been taught to enable him/her to move on to more advanced material.

At Meadlands, we follow the National Curriculum and use the White Rose maths scheme, which is centred around the concept of **Maths Mastery**. By following this approach, we ensure that all children are taught the same mathematical content. Lessons are tailored to provide those working at an accelerated pace to delve deeper into the subject matter rather than moving on to a new concept ahead of the rest of their cohort. The phrase Maths Mastery refers to the ongoing acquisition of maths knowledge and skills, which are then retained, consolidated and applied in the pursuit of further knowledge and a deeper understanding. Within the context of a mathematics lesson, this means that the pupils will have acquired a secure enough understanding of a concept that has been taught to allow them to advance to working on more challenging tasks. By fostering this approach and teaching for mastery, we not only ensure that all pupils are taught the key knowledge and skills for their age range, but also that they are able to continue to master mathematics throughout the entirety of their lives.

Central to the development of mastery in our classrooms is the NCTEM's "five big ideas"- these have been drawn from research evidence, underpinning teaching for mastery. This diagram is used to help bind these ideas together:




**Coherence**

Lessons at Meadlands are broken up into small, connected steps that gradually unfold the concept (the learning) providing access for all children. Small steps of progression support the secure development and understanding of a new concept and when mastered children can expertly apply this concept to a range of contexts. Learning is not superficial, but deep, understood, and transferable.

**Representation and Structure**

Representations are used in lessons to reinforce the mathematical concept being taught. Every curriculum objective covered is taught and applied using a the 'concrete, pictorial and abstract' (CPA) approach. This allows

children to learn and engage using practical resources, then seeing the pictorial form or drawing it themselves, to finally understanding and applying the concept using an abstract (written) method (see below for diagram). Within different year groups and stages of learning, the length of time taken on each CPA approach differs and is up to professional judgement and formative assessment. However, the CPA approach is not linear and can be used alongside each other, so children are exposed to the relationship between the concept and representations and how they are the same and different. The Calculation Policies should be read in line with this policy to understand how the CPA approach is applied to each year group in the teaching of number and calculation.

Representations are used in lessons to reinforce the mathematical concept being taught. These are used throughout the entirety of the curriculum, from Early Years all the way to Year 6.

At Meadlands, we use the Concrete, Pictorial, Abstract (CPA) approach:

- Concrete – concrete manipulatives are used to represent the number system. They are designed to be representative of value and comparison, and children learn through handling and engaging with these materials
- Pictorial – pictorial representations build on the understanding developed from the use of concrete manipulatives. Visual representations can be modelled or drawn by the children themselves
- Abstract – once a pupil has fully understood the structure of the mathematical concept taught, they then go on to carrying out calculations and solving problems using only abstract symbols (e.g. numbers)

The CPA approach is not linear; pupils will frequently use different representations alongside each other to reinforce understanding. Both concrete and pictorial representations can be used as tools to support high-order reasoning in even the highest attaining Year 6 pupil.




**Mathematical Thinking**

If maths concepts are to be understood deeply, they must not merely be passively received but must be worked on by the child, thought about, reasoned with, and discussed with others. At Meadlands, we place a lot of emphasis on reasoning skills and this is taught discreetly in lessons and heavily modelled. All reasoning work in books is completed in purple pen and the expectation is that all students can demonstrate reasoning skills for every objective, at varying levels of difficulty.

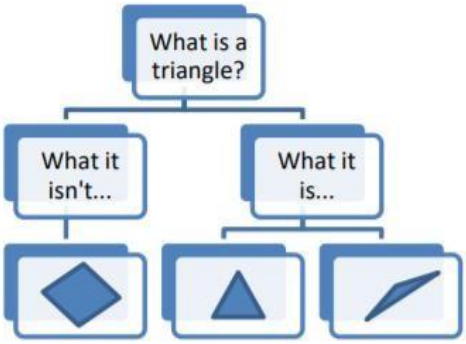
If maths concepts are to be understood deeply, they must not merely be passively received but must be worked on by the child, thought about, reasoned with, and discussed with others. At Meadlands, reasoning skills are taught discreetly and applied in the majority of lessons, with the appropriate level of modelling and scaffolding required to ensure that each pupil is given the opportunity to access and engage with this vital strand of the curriculum.

**Variation**

Conceptual variation and procedural variation are used extensively throughout teaching. This helps to present the mathematics in ways that promote deep, sustainable learning.

- **Conceptual variation** is where the concept is varied and there is intelligent practice. Positive variation is showing **what the concept is**, and negative variation is showing **what the concept is not**. This clears away

misconceptions at the very start. Within positive variation, both standard and non-standard representations are shown.




- **Procedural variation** is where different procedures and/or representations are used to bring about understanding. For example, teachers may collect several solutions for a problem (some right, some wrong) before guiding the class towards the most efficient method. It also involves highlighting the essential features of a concept or idea through varying the non-essential features. Variation is not the same as variety – careful attention needs to be paid to what aspects are being varied (and what is not being varied) and for what purpose.

**Fluency**

At Meadlands, we understand that if children have a quick and efficient recall of number and times table facts, this will support their grasp and understanding of new concepts and procedures. Therefore, we place emphasis on the learning of key number facts and times table facts through two avenues:

**1. Key Instant Recall Facts**

Key Instant Recall Facts (KIRFS) are designed to support the development of the mental skills that underpin much of the mathematics work in school. They are particularly useful when calculating, be it adding, subtracting, multiplying, or dividing.

Each year group is allocated up to six facts to focus on throughout the year, in line with age related expectations. Time is dedicated at least twice a week in small bursts, to ensure the KIRF is practiced and learnt so our children grow in confidence to recall their facts instantly.

Each half term, children will be assessed on their year group KIRF. Each child has their own Meadlands KIRF Passport which details their score and whether they have mastered the KIRF. Children who do not achieved their KIRF will continue to work on it in an intervention group.

| Year 1 | |
|---|---|
| Autumn 1 | I know the days of the week and months of the year |
| Autumn 2 | I know the number bonds to 10 |
| Spring 1 | I know the number bonds for each number to 10 |
| Spring 2 | I can identify one more and one less of any number up to 50 |
| Summer 1 | I know doubles and halves for all numbers to 10 |
| Summer 2 | I can tell O'clock and half-past time |

| Year 2 | |
|---|---|
| Autumn 1 | I know the number bonds to 20 |
| Autumn 2 | I know the multiplication and division facts for the 2 times table |
| Spring 1 | I know halves and doubles of numbers up to 20 |
| Spring 2 | I know the multiplication and division facts for the 10 times table |
| Summer 1 | I can tell the time (nearest hour, nearest half hour, nearest quarter hour and nearest 5 minutes) |
| Summer 2 | I know the multiplication and division facts for the 5 times table |

| Year 3 | |
|---|---|
| Autumn 1 | I know the number bonds for all numbers to 20 |
| Autumn 2 | I know the multiplication and division facts for the 3 times table |
| Spring 1 | I know the multiplication and division facts for the 4 times table |
| Spring 2 | I know the multiplication and division facts for the 8 times table |
| Summer 1 | I can tell the time (nearest hour, nearest half hour, nearest quarter hour and nearest 5 minutes and nearest minute) |
| Summer 2 | I can recall facts about durations of time |

| Year 4 | |
|---|---|
| Autumn 1 | I know number bonds to 100 |
| Autumn 2 | I know the multiplication and division facts for the 6 times table |
| Spring 1 | I know the multiplication and division facts for the 9 and 11 times table |
| Spring 2 | I can recognise decimal equivalents of fractions |
| Summer 1 | I know the multiplication and division facts for the 7 times table |
| Summer 2 | I can multiply and divide single-digit numbers by 10 and 100 |

| Year 5 | |
|---|---|
| Autumn 1 | I know the multiplication and division facts for all times tables up to 12 x 12 |
| Autumn 2 | I can identify prime numbers up to 20 |
| Spring 1 | I can find factor pairs of a number |
| Spring 2 | I can recall square numbers up to $12^2$ and their square roots and cubed numbers up to 5 cubed |
| Summer 1 | I know decimal number bonds to 1 and 10 |
| Summer 2 | I can recall metric conversions |

| Year 6 | |
|---|---|
| Autumn 1 | I know the multiplication and division facts for all times tables up to 12 x 12 |
| Autumn 2 | I can identify common factors for a pair of numbers and prime numbers up to 50. |
| Spring 1 | I can convert between decimals, fractions and percentages |
| Spring 2 | I can recall the properties of triangles (equilateral, scalene and isosceles) and parallelograms and the volume of a cuboid |
| Summer 1 | I can recall metric and imperial conversions. |
| Summer 2 | Revisiting prior KIRFs |

## 2. Times Table Targets

To motivate the children to learn their times tables, Meadlands uses an award system which involves the opportunity to earn Bronze, Silver, Gold, Platinum and Diamond times table certificates. The certificates link to the times tables the children are expected to know at the end of set year groups. The children need to learn their tables and complete a timed test in order to receive their certificate. Each child will have a Times Table target card in the back of their maths book, which details their current times table target, and which awards they have earnt so far.

The table below lists the certificates that can be earnt in each year group and the times tables tests:

| Name of the award | Times tables | Time given – mins | No. of questions |
|---|---|---|---|
| **Bronze award – Year 1** | **Number bonds to 6** | **2** | **10** |
| **Silver award – Year 1** | **Number bonds to 10** | **2** | **10** |
| **Gold Award – Year 1** | **10 times table all numbers to 10** | **2** | **15** |
| **Bronze Year 2** | **2, 10** | 2 | 10 |
| **Silver Award – Year 2** | **2,5,10** | **3** | **20** |
| **Gold Award – Year 2** | **2,5,10 – multiplication and division** | **4** | **20** |
| **Bronze Award – Year 3** | **1,2,3,4,5,10** | **5** | **60** |
| **Silver Award – Year 3** | **1,2,3,4,5,8,10** | **5** | **60** |
| **Gold Award – Year 3** | **2,3,4,5,8,10 - multiplication and division** | **5** | **60** |
| **Platinum** | **1,2,3,4,5,6,7,8,9, 10, 11, 12 - multiplication** | **5** | **60** |
| **Diamond** | **1,2,3,4,5,6,7,8,9, 10, 11, 12 - multiplication and division** | **5** | **60** |

**End of year expectations**

**Year 2 - Recall and use multiplication and division facts for the 2,5 and 10 times table**
**Year 3 - Recall and use multiplication and division facts for the 3,4 and 8 times table**
**Year 4 - Recall and use multiplication and division facts for 12 x 12**

## Oracy in maths

Oracy is the ability to express thoughts and ideas fluently through speech. In mathematics, it means pupils articulating their mathematical thinking and reasoning. Through discussion, pupils develop deeper understanding of the maths they are learning. Oracy is important in mathematics, as it gives pupils the chance to explore and verbalise their ideas, and to develop their thinking. It also gives teachers the chance to assess what pupils know and understand.



## Planning Principles

### Long Term Overview

At Meadlands we follow the White Rose yearly overview, which is a topic-based approach to the teaching of maths. Each topic lasts between 2 and 4 weeks and learning will be revisited throughout the year through White Rose Flashback activities.

### Mid Term Overview

We follow the White Rose unit plans, which details a breakdown of the progression of learning objectives across a unit. The unit plans also include guidance for teachers regarding prior learning that the children should have mastered and the key concepts that need to be mastered during each lesson.

### Daily Slide Planning

Slide planning is used and teachers must follow the non-negotiable slide planning that applies to all curriculum lessons. Within the teaching of a maths lesson, the unit slides will contain

- Sequencing of lessons (the learning challenges for that unit).
- Class profile (hidden page detailing groupings, SEN and PPG).
- Flashback (taken directly from White Rose), which consists of 4 key questions that recap and revisit prior learning or another firm of retrieval.
- Pink slide to discuss a misconception picked up from marking, or a green slide to celebrate successes.
- Teaching slides – which (where appropriate) need to contain a mixture of concrete, pictorial and abstract (CPA) representation, depending on where children are in the unit.
- Key vocabulary should be introduced throughout the teaching slides.
- Sentence stems need to be included where children are expected to answer a question. All mathematical answers should be given in a full sentence, using the correct mathematical terminology – sentence stems are an excellent tool to guide children in forming these sentences and supporting their verbal and written reasoning answers.
- Colour coding to make concepts clear.
- Real life examples to be included throughout the unit of work.
- Children work independently to complete ***Challenges*** that escalate in difficulty and cover a mix of fluency, reasoning and problem-solving skills.
- Exit pass questions are used frequently throughout a unit of work to check for understanding.

## Resources

A bank of essential year group specific resources, which match the Number and Place Value and Calculation Policy are stored in each class. These should be available for the children to access independently. Further resources relating to key whole topics for example 'Fractions' and 'Geometry' are kept in the maths cupboard. All topic resources are kept together in topic boxes and have a specific space in the maths cupboard. To ensure that resources are easy to find, please replace items borrowed in the correct topic boxes.

## Classroom displays and resources

- Maths vocabulary on working walls
- Maths working wall – this is not a fixed display, but instead reflects the learning journey the children have been on. It should be used a reference point detailing key concepts and procedures learnt in the current topic. A display that children can refer to when needing prompting or guiding. It should not be full of posters printed off the internet, but instead examples of methods taught in class.
- Reasoning sentence stems displayed

## Marking and feedback

We firmly believe in the power of immediate, personalised feedback, therefore during maths lessons, teachers and support staff are encouraged to provide children with 'Live Feedback'. Being next to a child and having a

conservation in the moment regarding their learning and misconceptions has far more impact than lengthy written feedback or the correct method being modelled after the lesson.

**What does maths feedback look like at Meadlands?**
Every piece of maths work must be responded to in one of the following ways:

- Acknowledgement marking - tick or stamp
- Live feedback – in the moment feedback, either to an individual, small group or whole class
- Distance marking - pink for think or green for great
- Pupil conferencing – 1:1 conversation with child or small group after the lesson. This will normally take place during assembly Pink Clinics.
- Deep marking – teachers will apply the green for great and pink for think marking system, to mark work. At the end of a piece of work teachers will provide a comment, which could include a next step or an additional question for children to practice.
- Children respond to "pinks" (incorrect answers) using purple pen.

## Impact

**Assessment and recording**
We assess children in accordance with the school's Assessment Policy, using both formative and summative assessment strategies. Teachers use formative assessment methods throughout lessons, sometimes through live marking and feedback. Exit Passes are used to check understanding towards the end of a lesson/unit. These are designed to ensure that pupils have gained the skills required to move onto the next stage of learning, and can also be used to assess deeper understanding and engagement within the unit. We also assess children through monitoring their Times Table target cards and their KIRF scores.

At the end of each topic, children then complete the year group specific White Rose topic assessment as a tool to monitor which children have mastered all the unit's objectives and which children may need to attend booster sessions to close this gap in their learning. These are also used to feed forward into planning for example, if a teacher needs to repeat a certain concept.

Formal teacher assessments are made once per term. Teachers base their judgements on evidence in the books alongside the completion of an Arithmetic and Reasoning assessment that links to the learning that has taken place since the start of the academic year. These assessments also help us to identify those children who are not making expected progress. Pupil Progress Meetings then take place to discuss appropriate interventions and adjustments.

In the Early Years Foundation Stage, levels of understanding are recorded against the Foundation Stage Profile throughout the year as they are achieved. They are given an end of year 'age-related' result.

In the summer term, Year 6 are assessed through the Statutory Assessment Tests for the end of key stage 2.

Year 4 complete the Multiplication Test Check in the Summer Term. This online test comprises of 25 times table questions, with children having 6 seconds to answer each question.

Children in Years 2, 3, 4 and 5 are assessed through a series of teacher assessment, evidence in books, timed tests, and professional judgement.

**Equal Opportunities**
Teaching maths for mastery is different because it offers all children access to the full maths curriculum. This inclusive approach, and its emphasis on promoting multiple methods of solving a problem, builds self-confidence and resilience in children. Though the whole class goes through the same content at the same pace, there is still plenty of opportunity for differentiation. Taking a mastery approach, differentiation occurs through support and intervention provided to different children, not in the topics taught, particularly at earlier stages. There is no

differentiation in content taught, but the questioning and scaffolding individual children receive in class as they work through problems will differ, with higher attaining children, or those children who grasp concepts quickly, challenged through more demanding problems which deepen their knowledge of the same content. Those children who are not sufficiently fluent are provided additional support to consolidate their understanding before moving on. Children's difficulties and misconceptions are identified through immediate formative assessment and addressed with intervention – commonly through individual or small group support during assemblies.

Every child, regardless of background or circumstance, should be given the opportunity to *be a mathematician*. At Meadlands, we are passionate about delivering an outstanding mathematics provision to all. We recognise the wide variety of barriers to learning that our pupils can experience, and have designed our curriculum to ensure that these barriers can be overcome.

Teaching mathematics for mastery ensures that all children have full, unrestricted access to the curriculum in its entirety. It does so in the following ways:

- Promotes a diverse range of methods for solving problems
- Builds self-confidence and resilience
- Targeted and highly-personalised support and intervention aimed at addressing misconceptions as and when they arise
- Individual and small-group interventions ensure that pupils with additional needs are given equal access to the curriculum

Most importantly, through the mastery model, the planning approach and the daily lesson structures, each and every child is able to experience success in every lesson.

**Special Education Needs**

We have some children who have specific mathematical needs and are unable to access their year group's maths curriculum. These children needing additional support are given appropriate intervention through small group work and on some occasional one-to-one work is carried out with set goals and targets being worked towards.

**Monitoring and review**

Monitoring of the standards of children's work and of the quality of teaching in Mathematics is the responsibility of the Mathematics Subject Leader and Senior Leadership team. The work of the Mathematics Subject Leader also involves supporting colleagues in the teaching of mathematics, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. Every term a FADE report is written following analysis of whole school and class maths attainment, this will also link into target areas on the Schools Improvement Plan. A named member of the school's governing body is briefed to oversee the teaching of Mathematics. This link governor meets annually with the subject leader to review progress