Oakhyrst Grange School

Mathematics Curriculum Policy

Date Reviewed:	01.09.2025
Next Review Date:	01.09.2026
Policy Owner:	Millie Hopkins
Ratified @ FGB/Committee Name & Date:	School Policy

Mission Statement

We are committed to providing a supportive, enjoyable and family style environment in which every child is nurtured and encouraged to achieve their potential through a broad-based curriculum and opportunities for developing sporting, dramatic, artistic and musical talents.

Statement of Aims & Objectives

- To enable each child to fulfil their own academic and personal potential.
- To instil in every child the importance of developing personal initiative and to foster in them a belief that they can fulfil their potential in any area of school life.
- To provide a broad based academic and extra-curricular education that is delivered in such a way as to satisfy the learning needs of each and every pupil.
- To help each pupil to develop both a set of Christian values and an understanding and appreciation of other religious beliefs.
- To learn the difference between right and wrong and to appreciate that rights and responsibilities are equally balanced.
- To develop and promote a sense of caring and community between the pupils within the school and the wider community as a whole.
- To instil in each pupil a high degree of self-respect and respect for their fellow pupils, teachers and other adults.
- To prepare each child for the transition to the next stage of their education and to be able to take advantage of any opportunities as they present themselves.

Safeguarding

Oakhyrst Grange School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. At this school we respect and value all children and are committed to providing a caring, friendly and safe environment for our pupils so that they can learn in a relaxed and secure atmosphere. We believe that every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at

Oakhyrst Grange School. We recognise our responsibility to safeguard all who access school and promote the welfare of all of our pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying. This should be read in conjunction with the Safeguarding Policy.

All staff will be asked to complete training annually following KCSIE updates. Further safeguard training will take place throughout the year. All staff must wear their lanyards at all times.

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Rationale

The National Curriculum, Early Years Framework and Common Entrance syllabus / local Independent Senior School entrance examinations at 11+ provide the framework for the Maths curriculum of the school.

Our aim is to build a secure foundation in Mathematics through carefully planned activities that give pupils not only the knowledge, skills and understanding to use Maths confidently, but also the ability to explain and communicate it clearly. We teach for mastery, ensuring children understand the *why* and *what* as well as the *how*. Children develop the ability to reason mathematically, construct arguments, prove, and predict, while also having opportunities to enjoy, explore and investigate Mathematics in depth.

Objectives

- To develop mathematical thinking through both mental and written activities.
- To teach for mastery, building deep conceptual understanding alongside procedural fluency.
- To provide opportunities for children to explain their reasoning, ask questions, and discuss solutions.
- To foster confidence, curiosity and enjoyment in Mathematics.
- To develop a positive and resilient approach to problem solving.
- To enable all children to acquire and use mathematical language effectively to communicate ideas and information.
- To teach mathematical ideas in ways that connect to practical and real-life situations.

Teaching and Learning

From Reception to Year 6, class teachers are responsible for the teaching of Mathematics within their own classes. Lessons are planned to reflect the overall aims and philosophy of the school, with the principal aim being the development of knowledge, skills, understanding and enjoyment in Mathematics.

Mathematics is taught daily, with significant time dedicated to direct teaching, followed by opportunities for independent and group practice. Pupils are encouraged to ask questions, explain their thinking, and apply their skills. A wide range of resources, including manipulatives and technology, support children's learning. Smart Boards are available across most year groups, and technology is used where appropriate to enrich understanding. Wherever possible, pupils are encouraged to apply their mathematical learning in meaningful, everyday contexts.

We recognise that children progress at different rates, and teaching is adapted accordingly. Differentiation is achieved through questioning, group work, open-ended tasks, problem-solving activities and structured practice. From Year 3 upwards, *Maths on Target* books support differentiated learning, alongside additional resources and challenge cards for the more able. In Year 6, pupils consolidate their knowledge through targeted 11+ and ISEB materials (plus other examples of entrance examinations from a range of schools), preparing them for senior school entrance examinations.

Structure of the lesson

The general format is for Mathematics lessons to be divided into three sections: introduction, main teaching activity and plenary. An introduction is usually used for oral and mental work. The main teaching activity includes both direct teaching; independent and grouped work. The plenary session is used for reinforcement of the learning objectives and assessment of progress. The oral and mental session is of vital importance if children are to develop strong mental arithmetic skills.

Times Tables and number bonds need to be committed to memory. A good mental capacity is essential if children are to be capable of applying their mathematical skills in an efficient manner. There are 'Tables Tests' in Years 2 through to year 5, with an extended weekly test in Year 5 which develops quicker recall and encourages children to (mentally) partition, breaking numbers down into smaller parts. Calculator skills are developed during years 5 and 6 so that they are able to use them when appropriate.

Emphasis is placed on the presentation of work. Children are expected to work in pencil in their books and work should be dated and headed.

Mathematics Curriculum Planning

We carry out the curriculum planning in Mathematics in three phases (long-term, medium-term and short-term). The Maths Curriculum has evolved in recent years taking into account changes in the National Curriculum (updated 16th July 2014), Entrance exam /ISEB at 11 papers; and the Early Years and Foundation Stage (EYFS) framework. These provide us with detailed teaching and learning requirements and objectives, which are incorporated into our planning. These documents feed into our yearly teaching programme (syllabus) and assist us to identify key objectives in Mathematics that we teach in each year.

Our medium-term Mathematics plans give details of the main teaching objectives for each term and define what we teach. They ensure an appropriate balance and distribution of work across each term. These plans are updated and reviewed by the class teachers and subject co-ordinator on a regular basis. The class teachers, in their planners, make short-term weekly plans.

The Early Years Foundation Stage

We teach Mathematics in our Foundation Stage. We relate the mathematical aspects of the children's work to the objectives set out in the EYFS framework under the subject Mathematics (EYFS last update from Sept 2014) which underpin the curriculum planning for children aged 3 to 5 at Oakhyrst Grange. We give all the children ample opportunity to develop their understanding of number, measurement, pattern, shape and space through varied activities that allow them to enjoy, explore, practise and talk confidently about Mathematics.

Contribution of Mathematics to Teaching in Other Curriculum Areas:

English

Mathematics builds on the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. For example, we encourage children to read and interpret problems in order to identify the Mathematics involved. The children explain and present their work to others

within lessons or even assemblies. Younger children enjoy stories and rhyme that rely on counting and sequencing. Older children encounter mathematical vocabulary, graphs and charts when using non-fiction texts.

Computing (ICT)

Children use and apply Mathematics in a variety of ways using it to produce graphs and tables and to carry out control and coding activities associated with space, shape and measure. In year 6, students use an online program called 'Planet Bofa' to extend their learning and prepare for secondary school entrance examinations. Year 1 and 2 also have access to Numbots where they can practice their number bonds. Years 3 – 6 have access to Times Tables Rock Stars where they can practice their times tables.

Personal, Social and Health Education (PSHE) and Citizenship

Mathematics contributes to the teaching of personal, social and health education, and citizenship. The children are encouraged to become increasingly responsible for their own learning (Independent Learning). The planned activities that children do within the classroom encourage them to work together and respect each other's views.

Spiritual, Moral, Social and Cultural Development

The teaching of Mathematics supports the social development of our children through the way we expect them to work with each other in lessons. We group children so that they work together, and we give them the chance to discuss their ideas and results.

Teaching Mathematics to children with special needs

We teach Mathematics to all children, whatever their ability. It is part of the school curriculum policy to provide a broad and balanced education to all children. We provide learning opportunities that are matched to the needs of children with learning difficulties. Work in Mathematics also considers the targets set for individual children with an EHPC.

Development of Gifted and Talented mathematicians

All children are included in opportunities to develop and enhance their mathematical understanding and learning. Teachers, as appropriate, set pupils extension tasks.

Assessment and Recording

Teachers keep their own individual records on children allowing them to know where a child is in their learning in terms of knowledge, skills and understanding and to facilitate progression and continuity and inform their planning. This informal assessment may take a variety of forms such as; observation, discussion, questioning or via written work, tables tests, mathematical games and investigations. Any specific concerns are notified to the SEND Coordinator and specific diagnostic assessments are made if appropriate.

Formal assessment is carried out using standardised assessments such as the Progress Test Mathematics and CATS and end of term in-class tests. These scores are kept centrally and reports are provided to parents with exam results in the spring and summer term.

Homework

Homework is used to support Mathematics through tasks such as the learning of the times tables. Teachers in Key Stage 2 set specific tasks regularly. Homework is always relevant to the work being covered during lessons or is set for revision purposes. Planet Bofa is used as a homework tool for students within Year 6. Numbots is used as a homework tool for students within Year 1 and 2. Times Tables Rock Stars is used as a homework tool for students within Years 3 – 6.

Monitoring and review

The work of the Mathematics co-ordinator involves supporting colleagues in the teaching of Mathematics and being informed about current developments in the subject. The Mathematics co-ordinator evaluates strengths and weaknesses in the subject and indicates areas for further development.

A sample of Mathematics books are reviewed each year as part of an allocated staff meeting, to check that work is in line with the policy and our expectations. Good practice is also shared.

This Policy is subject to regular review.