

# The Sherwood School Mathematics Policy



## Our Mission Statement:

We are dedicated to providing the best possible education for every pupil in a safe, inclusive and stimulating environment. UNICEF's convention on the Rights of the Child is embedded within our ethos and curriculum and is valued and supported by our staff, children and families.



|                            |                               |                           |
|----------------------------|-------------------------------|---------------------------|
| <b>Approved by:</b>        | Teaching & Learning Committee | <b>Date:</b> October 2025 |
| <b>Last reviewed on:</b>   | July 2025                     |                           |
| <b>Next review due by:</b> | July 2027                     |                           |

**Our Values Statement:**

The Sherwood School is a Rights Respecting School, which is based upon the UNICEF Convention on The Rights of the Child. The rights within this convention cover basic needs including education, mental and physical wellbeing and experiencing a safe and secure childhood. All staff at The Sherwood act as ‘duty bearers’ of this convention and are responsible for upholding and promoting these four ‘General principles’ that underpin the Convention in its entirety:

**1. Article 2 (non-discrimination):**

The Convention applies to every child without discrimination, whatever their ethnicity, sex, religion, language, abilities or any other status, whatever they think or say, whatever their family background.

**2. Article 3 (best interests of the child):**

The best interests of the child must be a top priority in all decisions and actions that affect children.

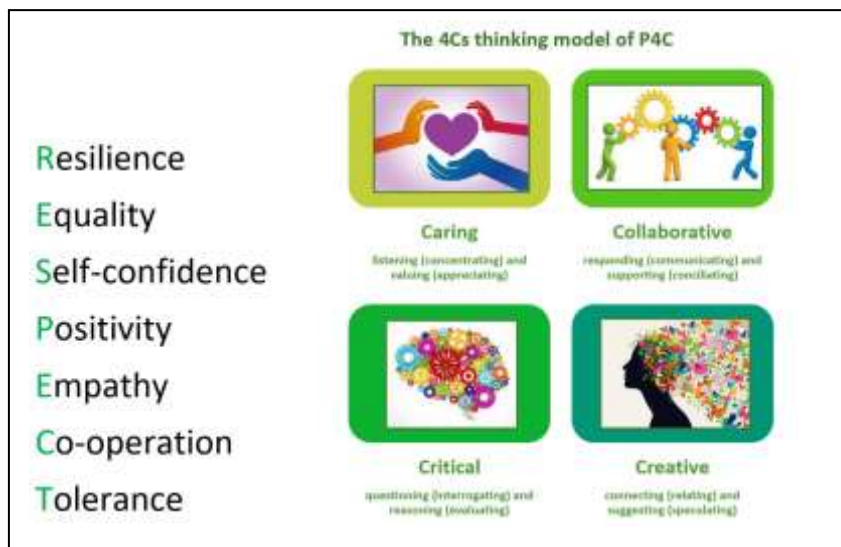
**3. Article 6 (life, survival and development):**

Every child has the right to life. Governments must do all they can to ensure that children survive and develop to their full potential.

**4. Article 12 (respect for the views of the child):**

Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously. This right applies at all times, for example during immigration proceedings, housing decisions or the child’s day-to-day home life.

We believe that all children should be aware of these rights and respect them for themselves and others, along with the British Values that underpin our society. Being a Rights Respecting School underpins this policy and we believe that this will promote positive behaviour and develop caring, successful, responsible citizens of the future. We have created a simple acronym and thinking model to summarise these values.



**Contents**

1. Intent and aims ..... 3

2. Legislation and guidance ..... 3

3. Roles and responsibilities ..... 3

4. Implementation, Organisation and planning ..... 5

5. Inclusion ..... 6

6. Impact & Monitoring arrangements ..... 7

7. Links with other policies ..... 7

8. Collective Worship Policy ..... 8

## 1. Subject intent & aims

At The Sherwood School, we believe in the concept of lifelong learning and the notion that learning should 'ignite' curiosity. Learning should be a rewarding and enjoyable experience for everyone. Through our teaching, we equip children with the skills, knowledge and understanding as set out in the National Curriculum 2014.

We are committed to the Teaching for Mastery approach in delivering mathematics lessons. This pedagogical approach to teaching ensures children become confident, articulate, reflective and enthusiastic learners. All children are encouraged to develop their mathematical fluency in additive and multiplicative number facts to support their problem solving and reasoning skills.

Our teaching and learning supports our Rights Respecting School ethos where the following articles are most prevalent in the teaching of mathematics:

*Article 3 The best interests of the child must be a top priority in all things that affect children.*

*Article 28 Every child has the right to an education.*

*Article 29 Education must develop every child's personality, talents and abilities to the full.*

## 2. Legislation and guidance

This policy reflects the requirements of the [National Curriculum programmes of study](#), 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](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [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](#).

## 3. Roles and responsibilities

### 3.1 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
- Proper 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

### 3.2 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

### 3.3 Other staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

#### **Subject leaders:**

- Maintain and update subject policies in line with the school's identified school development priorities
- Attend regular training and share with teaching staff through CPD opportunities
- Complete monitoring tasks to support and promote development of teaching and learning in their subject
- Conduct activities that engage children, for example subject days or weeks, ensuring that children have access to a range of learning opportunities
- Seek ways to engage children's views about teaching and learning in their subject

#### **Phase leaders:**

- Maintain and update subject policies in line with the school's identified school development priorities
- Attend regular training and share with teaching staff through CPD opportunities
- Complete monitoring tasks to support and promote development of teaching and learning in their subject
- Conduct activities that engage children, for example subject days or weeks, ensuring that children have access to a range of learning opportunities
- Seek ways to engage children's views about teaching and learning in their subject

#### **Senior Leaders:**

- Ensure that subject leaders are appropriately supported to lead, promote and update their subject area, in line with the school's priorities.
- Conduct monitoring tasks to maintain and improve the quality of teaching and learning across all subjects of the curriculum
- Keep up to date with initiatives and pedagogical developments to ensure that the school's approaches to teaching and learning are up-to-date and meet the needs of the children in our particular community

#### **SENDCo:**

- Ensure that Quality First teaching is promoted throughout the school so that all learners are enabled to progress from their individual starting points
- Conduct monitoring tasks to maintain and improve the quality of teaching and learning across all subjects of the curriculum and ensure that strategies described in Merton LA's Ordinarily Available Guidance are in place
- Keep up to date with initiatives and pedagogical developments to ensure that the school's approaches to teaching and learning are up-to-date and meet the needs of the children in our particular community

## 5. Implementation, Organisation and planning

Since September 2017, we have been on our teaching for mastery journey where the five principles of teaching for mastery are embedded in our practice across the school. These are: representation & structure, fluency, variation, mathematical thinking and coherence.



These five big ideas form part of our ongoing professional development for teaching staff and are central to our lesson design and delivery.

- We are using the NCETM curriculum prioritisation and professional development documents as a starting point for lesson design and these documents enable us to deliver a curriculum that is coherent where small steps are used in order for children to achieve success.
- Fluency is a concept that is embedded throughout key stage 1 & 2. In Years 1 & 2, we build on our work from the Early Years in securing number facts within 100 that includes addition and subtraction. In Years 3 & 4, we develop children's fluency in their multiplication facts that is consolidated and embedded in Years 5 & 6.
- Variation is put into practice through teacher questioning and independent tasks the children practice. It allows connections to be made with different mathematical concepts and helps to embed learning.
- Central to our lesson design is representation and structure. Children have access to manipulatives in our lessons and this encourages understanding of how mathematical concepts are structured and set out. We use a CPA (concrete, pictorial and abstract) approach that enables all children to make connections with the content being studied.
- Mathematical thinking is encouraged throughout lesson delivery where children are able to link concepts and strengthen their understanding through reasoning and problem solving questions.

**For effective teaching and learning to take place in the classroom, we will ensure that:**

- Staff use the NCETM curriculum prioritising documents as a starting point in order to develop a coherent and comprehensive conceptual pathway through the mathematics. The focus is on the whole class progressing together. Collaborative planning with year group colleagues and the subject leader is encouraged to ensure consistency and equity between the classes.
- Learning is broken down into small, connected steps, building from what pupils already know. The lesson journey should be detailed and evident on flipcharts (Smart Notebook or PowerPoint) and within teacher's paper plans.
- Difficult points and potential misconceptions are identified in advance and strategies to address them planned.
- Key questions are planned to deepen thinking and develop learning for all pupils.
- Contexts and representations are carefully chosen to develop reasoning skills and to help pupils link concrete ideas to abstract mathematical concepts.
- The use of high quality materials and tasks to support learning and provide access to the mathematics, is integrated into lessons.
- Opportunities for extra fluency practice (instant recall of key facts, such as number bonds, times tables, division facts, addition and subtraction facts) should be provided outside mathematics lessons (morning starters or post lunch).

## **5. 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:

- Higher attaining pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

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, and to support pupils to take part in all subjects.

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

## 6. Impact:

**The impact of our themed curriculum will ensure that children:**

- Develop children's resilience and determination to solve mathematical problems that involve several steps to achieve an answer
- Children accept the 'challenge of mathematics' because they are encouraged by the belief that everyone can succeed through effort
- Children demonstrate their growing understanding of mathematics through their reasoning and willingness to explain their mathematical strategies
- Children recognise that physical and verbal representations of mathematical ideas are as valuable as written ones
- Prepare children for secondary school and later life with the foundations of mathematical concepts

## Monitoring arrangements:

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through:

- Monitoring the school's assessment data at termly Teaching, learning & Community Meetings
- School visits
- Meetings with the school council
- Meetings with subject leaders

Subject leaders monitor the way their subject is taught throughout the school by completing the following tasks:

- Planning scrutinies
- Learning walks
- Work scrutinies
- Team teaching.

Subject leaders also have responsibility for monitoring the way in which resources are stored and managed and for reviewing and planning resources that will support teaching and learning in their subjects. This feeds into the school development and financial planning for the school and is finalised by the Headteacher.

This policy will be reviewed every two years by the Headteacher and will be reviewed at the Teaching, Learning & Community Committee. At every review, the policy will be shared with the full governing board.

## 8. Links with other policies

This policy links to the following policies and procedures:

- EYFS policy
- Assessment policy
- SEN policy and information report
- Equality information and objectives
- SMSC policy