

Oxford Grove Primary School
Mathematics Policy Statement
September 2026

Justification:

At Oxford Grove, we encourage every child to have 'Pride in Our School – Pride in Ourselves – Pride in Each Other'. This ethos underpins our commitment to providing every child, including those who are disadvantaged or have special educational needs and disabilities (SEND), with the **foundational knowledge and skills** required to become confident, capable and proficient mathematicians. We believe that mathematics is a universal language that enables us to understand, interpret and make sense of the world around us. Our ambitious and **inclusive** mathematics curriculum is designed to equip every child with the mathematical knowledge, skills and understanding they need to succeed at every stage of life. From one key stage to the next, through their teenage years and into adulthood, we strive to ensure that every child is prepared to apply their mathematical learning with confidence in everyday situations, further education and future employment.

We recognise that mathematical proficiency opens doors to future opportunities. Through our carefully designed curriculum and **Oxford Grove's Exceptional Teaching and Learning Approach**, we aim to inspire a lifelong appreciation of mathematics by building **secure foundational knowledge and skills**. Our high-quality mathematics curriculum is carefully sequenced to ensure that children systematically acquire and retain the foundational knowledge and skills essential for mathematical proficiency. By carefully sequencing mathematical content into small, manageable steps, we enable children to build upon their prior knowledge, establish meaningful connections and develop the confidence to apply their learning independently. Through our RRR (recap, revisit and remember) approach, children are given regular opportunities to systematically recall and practise core declarative and procedural knowledge. **As Ofsted states in its mathematics subject report, *Coordinating Mathematical Success (2023)* 'The need for overlearning is important.'** Through this approach, children become more fluent in recalling and applying essential mathematical knowledge, they are increasingly able to focus their attention on reasoning and solving more complex problems. Our teaching explicitly connects new learning to prior knowledge, enabling children to recognise mathematical relationships and understand how familiar facts and methods can be used in increasingly sophisticated ways.

Ultimately, we believe that every child is entitled to access an ambitious mathematics curriculum and experience success as a mathematician. We recognise that children enter each stage of their mathematical education with different experiences, levels of prior knowledge and individual learning needs. Through **adaptive teaching**, we ensure that our mathematics curriculum remains ambitious, inclusive and accessible to all learners, including those who are disadvantaged or have SEND. **Adaptive teaching** is embedded within our **Exceptional Teaching and Learning Approach** and is underpinned by high expectations for every child.

The relationship between mathematical learning and **executive functioning** is of high importance. Our mathematics curriculum is designed to support children in developing these essential cognitive skills while recognising that children may require different levels of support to manage the demands of mathematical learning. We understand that when children are required to devote significant mental effort to recalling basic mathematical facts or methods, they may have less working memory available to understand new concepts, reason mathematically or solve unfamiliar problems. We therefore prioritise the secure acquisition of foundational knowledge and skills, ensuring that children develop fluency and automaticity through regular retrieval, rehearsal and purposeful practice.

Through our ambitious curriculum, adaptive teaching and Oxford Grove's Exceptional Teaching and Learning Approach, we strive to ensure that every child develops the foundational knowledge and skills to know more, remember more and apply more, enabling them to take pride in themselves, pride in each other and pride in their mathematical achievements.

Curriculum:

1. To ensure that the statutory requirements of the National Curriculum for Mathematics and the Early Years Foundation Stage Framework are taught effectively and applied across the curriculum, enabling pupils to achieve year-group end points and be well prepared for the next stage of their education.
2. To create a purposeful and positive learning environment that promotes and develops children's enjoyment and enthusiasm for mathematics through growing self-confidence in their abilities fostered by the success they experience.
3. To ensure that the school's curriculum frameworks and planning guidance for mathematics are carefully sequenced, linking declarative, procedural and conditional knowledge to enable all pupils to systematically acquire core mathematical facts, concepts, methods and strategies.
4. To ensure that, from the EYFS onwards, pupils are confident in their knowledge and understanding of number, the number system and calculation proficiency and that they build upon their prior learning at every stage.
5. To develop pupils' automatic recall of core declarative knowledge, such as number bonds and multiplication facts, to underpin their learning of efficient written calculation methods.
6. To provide an environment in which all children feel confident explaining their strategies and discussing their mathematics, sharing their ideas with others.

7. To help pupils become proficient mathematicians by developing their accurate long-term recall of the core declarative and procedural knowledge they need in order to learn and apply effective problem-solving strategies.
8. To ensure that all cross-curricular mathematics links within subjects beyond mathematics lessons provide meaningful opportunities to develop age-appropriate mathematical knowledge and skills across the curriculum for all year groups.
9. To encourage children to use their increasing knowledge, skills and understanding of mathematics to investigate, ask questions, and solve challenging and complex problems.
10. To bring mathematics to life and make it meaningful, ensuring that children understand the importance of mathematics in their everyday lives.
11. To ensure that all children, particularly those with special educational needs and disabilities (SEND) and those who speak English as an additional language (EAL), are well supported. Support and adaptations will enable all children to reach their full potential and achieve the highest possible personal standards, ensuring that each child receives equal learning opportunities regardless of gender, belief, culture, ethnic background or disability.
12. To provide a diverse and inclusive curriculum that caters for the needs of all children, including those with special educational needs and disabilities (SEND), those who speak English as an additional language (EAL), and the most able pupils.

Teaching, Learning, Assessment and Inclusion:

1. A range of teaching and learning strategies will be used in all mathematics lessons to capture pupils' interest and promote effective learning and progress.
2. Teachers will use the school's curriculum frameworks and planning guidance for mathematics, supported by a range of teaching and learning resources and appropriate adaptations, to develop the long-term knowledge, skills and understanding of every child. This will ensure that all pupils, including those with SEND, achieve high standards appropriate to their ability and make progress towards year-group end points.
3. Teachers will base lesson planning on a curriculum overview for each year group, in line with the National Curriculum (2014) Programmes of Study for Mathematics and the Early Years Foundation Stage Framework, ensuring full curriculum coverage.
4. Teachers will regularly revisit, recap and remember (RRR) key areas of learning to ensure that children have opportunities to rehearse and practise essential concepts, enabling them to become confident and secure in their long-term recall of core year-group knowledge.
5. Teachers will annotate their weekly plans to identify children who have achieved or exceeded expectations. Planning will demonstrate support provided by the teacher, any teaching assistant support, and additional provision for targeted pupils.
6. The school will maintain strong links with parents and carers, informing them of the curriculum their child will be taught through year-group curriculum overviews available from the school. In addition, the school will keep parents and carers informed about its approach to the teaching of mathematics by inviting them to mathematics workshops, where they can work alongside their child during mathematics lessons.
7. The school will ensure that parents and carers are involved in the process of setting targets for their children through parent/carers conferences. Parents and carers will be informed of their child's progress towards these targets during meetings and through the Annual Report to Parents at the end of the summer term.
8. Children will be encouraged to ask questions, solve problems, discover new information, and apply and consolidate their knowledge, skills and understanding through first-hand experiences, investigations and practical activities.
9. Teachers will make use of the immediate and wider environment to help pupils apply mathematics and understand its relevance to their own lives and across the wider curriculum. They will provide challenging tasks and problems to develop pupils' knowledge, skills and understanding and to extend their thinking.
10. Mathematical displays and resources will support pupils' understanding of key concepts through the use of models and representations, while promoting and stimulating mathematical thinking.
11. Teachers will assess children's work in mathematics through formative and summative assessment by asking questions, monitoring learning during lessons, observing pupils solving practical problems, and listening to pupils' discussions. Written work will be marked regularly, and pupils will receive clear and constructive feedback that identifies their achievements and next steps for improvement.
12. Children will assess their own work daily and that of their peers regularly during mathematics lessons.
13. Teachers will formally assess children in line with the school's Assessment, Record-Keeping and Reporting Policy. These termly assessments will be used to identify underachieving pupils and inform decisions regarding additional support and intervention.

14. The mathematics subject leader will support the teaching and learning of mathematics by providing strategic leadership and direction across the school. This will be achieved through monitoring progress and standards; reviewing and updating the mathematics policy; supporting teachers in the teaching of mathematics; keeping staff informed of developments in mathematics education, including findings from Ofsted subject reviews; monitoring the effectiveness of planning and curriculum development; overseeing the effective use of resources and acquiring new resources where necessary; and analysing end-of-year assessment data to identify strengths and areas for development in order to inform whole-school improvement in mathematics.

Achievement:

This policy will ensure that all pupils, including those with Special Educational Needs and Disabilities (SEND), will:

Become fluent and competent in the fundamentals of mathematics, including the long-term recall of key knowledge required for place value and calculation strategies, enabling them to engage in varied and regular practice of increasingly complex problems over time.

Be able to reason mathematically by following lines of enquiry, recognising relationships and generalisations, and developing arguments, justifications and proofs using appropriate mathematical language.

Be able to solve problems by applying their mathematical knowledge with increasing sophistication, including breaking problems down into a series of simpler steps and persevering in seeking solutions.

Become increasingly confident mathematicians as they progress through the school.

This policy should be read in conjunction with other key policies, including: Teaching and Learning; Special Educational Needs and Disabilities (SEND); Equality; Deployment of Teaching Assistants; Assessment, Record-Keeping and Reporting; and Marking.

Review:

This policy will be reviewed annually by the Mathematics Subject Leader, staff and the Governing Board.

Miss B. Jarvis

To be reviewed September 2027