



Coates Lane Primary School

Mathematics Policy

1. Intent

At Coates Lane Primary School, we aspire to provide a positive mathematical culture where the subject is celebrated so that all children study mathematics with enjoyment, confidence, a sense of achievement and where it is okay to make mistakes. We support our children to develop into quick and competent mathematical thinkers so that they are able to apply their mathematical knowledge to challenging questions and demonstrate resilience with questions that cause them to grapple in order to reach their full potential as mathematicians. Drawing on Ofsted's maths review, we provide a curriculum that, in small steps, identifies and sequences declarative, procedural and conditional knowledge. Through our teaching and emphasis on secure knowledge within mathematics, we will develop a range of skills across number, measures, geometry and statistics that will give our children the core skills and knowledge they need for life, as well as an ability to reason and think logically. As we use Red Rose Maths, units are purposely sequenced so that concepts are revisited in a timely manner rather than blocking content in terms. We will provide adaptive teaching opportunities for our children to apply these skills in a variety of ways through guided learning, independent work, collaboration and effective discussion. We will support all of our pupils in becoming fluent in the fundamentals of mathematics through varied and frequent practice, with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately. Our lessons are designed to promote enjoyment of mathematics whilst encouraging our children to be curious, to make conjectures and generalisations based on what they notice and to be able to investigate and prove them. To enable them to do this, we will ensure that all of our children have a clear understanding of mathematical vocabulary which will enable the children to think clearly, logically and confidently as well as being able to communicate their ideas fluently. At Coates Lane Primary School, we demonstrate adaptive teaching within units, focusing on the whole class in real-time. Therefore, our children learn together as a whole and we will strive to remove any barriers to learning that children may have in mathematics, so that all of our pupils can achieve success and develop a love of and independence within the subject through quality first teaching from teachers who are passionate about the subject.

2. Implementation

At Coates Lane Primary School, we embed a mastery curriculum and emulate the Red Rose Mastery Maths Curriculum statement which rejects the idea that a large proportion of people 'just can't do maths' (NCETM 2016) and instead focuses on the idea that all pupils can achieve depth in their learning which can be accomplished by using key principles including:

- Representation and structure (effective pedagogies for modelling, concrete-pictorial-abstract approaches, effective use of manipulatives and transition between them)
- Coherence (curriculum design, progression of objectives, sequencing learning, small steps, contextualising learning between different areas of mathematics)
- Mathematical thinking (effective questioning, identifying patterns and relationships, deep understanding through reasoning and problem solving, supporting children to achieve deeper learning where appropriate)
- Variation (progression through representations using conceptual variation, progression through questioning using procedural variation)
- Fluency (efficiency, accuracy, flexibility, developing unconscious competence)

The Red Rose Mastery Maths scheme provides teachers with comprehensive planning materials for each lesson including teaching resources, detailed planning guidance and children's task sheets, including deeper learning tasks to challenge more able mathematicians.

Features of Red Rose Mastery Maths Lesson Design

- Lessons are sharply focused with one new objective introduced at a time. The Red Rose Mastery Maths lesson components are: Starter, Initial Problem, Misconceptions, Guided Learning Tasks, Independent Learning Tasks and Deeper Learning Task.
- Adaptive teaching – At the beginning of each unit, pupils complete a Pre-Teach task which is populated from prior learning end of unit assessments.
- Children are stretched to demonstrate a broader and deeper understanding through concrete, pictorial and abstract representations. This progression of understanding may be recorded in a number of ways e.g. concrete objects, whiteboards, Red Rose workbooks and jottings book.
- Difficult points and potential misconceptions are identified in advance and strategies to address them planned. Key questions are planned, to challenge thinking and develop learning for all pupils.
- There is regular interchange between concrete/contextual ideas and their abstract/symbolic representation. Children have access to Maths kits on tables in each lesson which contain manipulatives to support understanding and representation.
- Teacher-led discussion is interspersed with short tasks involving pupil to pupil discussion (activating students as learning resources for one another) and completion of short, guided learning activities within their workbooks. Formative assessment is carried out throughout the lesson; children complete daily guided and independent learning tasks within their Red Rose Maths workbook, the teacher regularly checks pupils' knowledge and understanding through

questioning/low stakes quizzes and adjusts the lesson accordingly or plans further consolidation as a follow up to the Red Rose Maths lesson.

- Rapid Graspers are extended to a Deeper Learning slide within each lesson and stretched further by printed extensions to be completed within their jotters.

Developing Number Fluency, Times Tables recall, Automaticity and Oracy:

- NCETM – Abacus NW HUB – Mastering Number in Reception & KS1 Programme: *This national programme aims to secure firm foundations in the development of good number sense for all children from Reception through to Year 1 and Year 2. The aim over time is that children will leave KS1 with fluency in calculation and a confidence and flexibility with number. Attention will be given to key knowledge and understanding needed in Reception classes, and progression through KS1 to support success in the future. This programme focuses on the key knowledge and understanding needed in Reception, and progression through KS1. Lead Teachers in participating schools will receive training and will be part of an online community, to share practice and engage in critical reflection. Teaching materials will be provided for four short sessions each week, aimed at developing children's fluency and flexibility with number.*
- Number Sense Maths – Times Tables Fluency Programme: *A fully resourced scheme of work focused entirely on times tables. Provides the structure and depth to times tables teaching that children need to achieve fluency in multiplication and division facts and concepts. A true mastery programme, designed to achieve fluency for every child without exception.*
- Maths Automaticity: *Efficient Problem-Solving: Automaticity allows students to solve problems quickly and accurately, reducing cognitive load and freeing up mental resources for more complex tasks. Improved Performance: Studies show that automaticity is a predictor of performance on general mathematics tests, indicating that students with automaticity tend to perform better in mathematics. Reduced Cognitive Load: Automaticity helps students avoid the cognitive overload that comes with having to think consciously about basic skills while performing higher-level tasks. Enhanced Learning: Automaticity is a building block for mastering higher-level mathematical concepts, creating an independent learner who is self-confident and successful. In summary, teaching maths automaticity is essential for developing a strong foundation in mathematics, enabling students to tackle more complex problems and concepts with ease and confidence.*
- Oracy: *In a typical lesson, the teacher leads back-and-forth interaction, including questioning, short tasks, explanation, demonstration, and discussion, enabling pupils to think, reason and apply their knowledge to solve problems. Use of precise mathematical language enables all pupils to communicate their reasoning and thinking effectively. If a pupil fails to grasp a concept or procedure, this is identified through discussion and modelling quickly so gaps in understanding are addressed systematically to prevent them falling behind.*

Teaching Principles

- Teachers believe in the importance of mathematics and that the vast majority of children can succeed in learning mathematics in line with national expectations.
- Mathematical practice consists of retrieving and rehearsing facts, methods and strategies (Type 1) & the exploration and explanation of relationships, proving understanding and describing reasoning (Type 2). Our curriculum ensures that all pupils have sufficient time to practise Type 1

problems to automaticity and access Type 2 problems rather than just those who get to the end of the exercise.

- The whole class is taught mathematics together, with no differentiation by acceleration to new content. We do not group children by ability so that we are 'lifting the lid' of potential amongst our learners. The learning needs of individuals are addressed through careful scaffolding, questioning and appropriate rapid intervention where necessary, to provide the appropriate support and consolidation to close gaps in understanding.
- The reasoning behind mathematical processes is emphasised. Teacher/pupil interaction explores how answers were obtained as well as why the method worked and what might be the most efficient strategy. Mathematics is not taught as a list of tricks or methods to remember.
- Precise mathematical language, often embedded in full sentences, is used by teachers so that mathematical ideas are conveyed with clarity and precision. We value 'mathematical talk' and children receive lots of opportunities to talk about and evaluate their mathematics during lessons by activating one another as learning resources through effective discussion.
- Sufficient time is spent on key concepts to ensure learning is well developed, overlearned and deeply embedded before moving on.
- Within KS1, number sense and fluency is reinforced daily through the delivery of the Mastering Number at Reception and KS1 programme. This fully funded programme aims to secure firm foundations in the development of good number sense for all children from Reception through to Year 1 and Year 2. The aim over time is that children will leave KS1 with fluency in calculation and a confidence and flexibility with number. Attention will be given to key knowledge and understanding needed in Reception classes, and progression through KS1 to support success in the future.
- Within KS2, it is essential that we develop our children's ability to recall multiplication and division facts as an important aspect of learning mathematics. The Number Sense Maths – Times Tables Fluency programme contains consolidation, chanting and conceptual lessons, practice booklets and display tracking that support children in understanding multiplication, reasoning about related multiplication facts and recalling multiplication and division facts. These resources will support children in being successful with the Multiplication Tables Check in Year 4.
- Across school, following whole staff CPD in 2025-26, one Automaticity lesson is delivered each week and Oracy opportunities are embedded within each daily Red Rose Maths lesson.

3. Impact

Aims:

- Mathematics is enjoyable, worthwhile, meaningful, and a relevant experience for all of our pupils.
- Everyone can learn mathematics to the highest levels. Children do not sit in ability groups so that their potential is not capped.
- Establish a positive and supportive mathematical environment within the classroom. If you 'can't do it', you 'can't do it **yet**'.
- Questions are important. A balance must be obtained between the procedural and conceptual. Evidence of secure understanding must be represented through both numerical and written reasoning.
- Mistakes are valuable.
- Develop motivation, perseverance and flexibility to carry a task through to completion.
- Depth is much more important than speed.
- High expectations are set for all our pupils.
- Confidence and competence with numbers and the number system are promoted.
- Develop the correct Mathematical vocabulary as a tool, to enable them to think clearly, logically and confidently – and to be able to communicate their reasoning fluently and with assurance.
- Reason mathematically by following a line of enquiry, developing an argument, justification or proof using mathematical language and work towards a greater depth of understanding in maths.
- Help children to understand the importance of mathematics in everyday life.
- Use and apply these contextual skills with confidence when solving real life problems.
- Become fluent (achieve mastery through automaticity) in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- Develop children's ability to assess their own learning in mathematics and to identify their own strengths and areas for further development.

4. Teaching and learning of Mathematics in EYFS

In line with the EYFS Statutory Educational Programme, our EYFS Maths lessons aspire to: *'Develop a strong grounding in number as it is essential that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers.'*

Lancashire Maths consultants have released their EYFS Red Rose curriculum and this will be embedded within Maths lessons and Continuous Provision from September 2025. Alongside the EYFS Red Rose curriculum, the children participate in the Mastering Number at Reception and KS1 programme (see page 3). Lessons incorporate the overlearning practice of drawing on effective phonics approaches through songs, rhymes and choral response. The EYFS Red Rose Mathematics curriculum *immerses the children into key skills practice opportunities, detailed daily adult led session notes, weekly continuous provision enhancements, numeral formation illustrations and phrases and content to ensure children are KS1 ready.* Key skills: counting objects, actions and sounds, subitising, linking the number symbol (numeral) with its cardinal number value, counting beyond ten, comparing numbers, understanding the 'one more than/one less than' relationship

between consecutive numbers, exploring the composition of numbers to 10, automatically recalling number bonds for numbers 0–5 and some to 10, Selecting, rotating and manipulating shapes to develop spatial reasoning skills, composing and decomposing shapes so that children recognise a shape can have other shapes within it, just as numbers can, continuing, copying and creating repeating patterns and comparing length, weight and capacity.

Within the EYFS Red Rose curriculum planning, Mathematical continuous provision is designed to be reflective and progressive using Numberland areas. ‘Rosie Posie the problem fairy’ also makes a weekly appearance within number villages so that children’s observational and reasoning skills are challenged when she changes something. We also ensure opportunities are accessible to our children so they develop their understanding of measurement, pattern, shape and space through a variety of activities, both child and teacher initiated. These allow them to enjoy, explore, practise and talk confidently about mathematics. This year, we aspire to envelope the children with regular spatial reasoning practice and application with the continuous provision e.g Tangrams, jigsaws, train tracks, construction silhouettes).

5. Teaching and learning of Mathematics in Key Stage 1

The principal focus of mathematics teaching in Key Stage 1 is to ensure that pupils 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 such as unifix cubes, Base 10 and place value resources and measuring tools]. To support this, teachers across Key Stage 1 follow the Red Rose Mastery Maths programme. The aim over time is that children will leave KS1 with fluency in calculation and a confidence and flexibility with number. Pupils should also be mastering 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. Pupils should read and spell mathematical vocabulary, at a level consistent with their increasing word reading and spelling knowledge at Key Stage 1.

6. Teaching and learning of Mathematics in Key Stage 2

Lower Key Stage 2:

The principal focus of delivering the Red Rose Mastery Maths Programme in lower Key Stage 2 is to ensure that pupils become increasingly fluent with whole numbers and the four operations, including number facts and the concept of place value. This should ensure that pupils develop efficient written and mental methods and perform calculations accurately with increasingly large whole numbers. At this stage, pupils should develop their ability to solve a range of problems, including with simple fractions and decimal place value. Teaching should also ensure that pupils 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. By the end of Year 4, pupils should have memorised their multiplication tables up to and including the 12 multiplication table and show precision and fluency in their work. This is assessed through the Multiplication Tables Check in June. Pupils should read and spell mathematical

vocabulary correctly and confidently, using their growing word reading knowledge and their knowledge of spelling.

Upper Key Stage 2:

The principal focus of delivering the Red Rose Mastery Maths Programme in upper Key Stage 2 is to ensure that pupils extend their understanding of the number system and place value to include larger integers. This should develop the connections that pupils make between multiplication and division with fractions, decimals, percentages and ratio. At this stage, pupils 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, pupils 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 pupils classify shapes with increasingly complex geometric properties and that they learn the vocabulary they need to describe them. By the end of Year 6, pupils should be fluent in written methods for all four operations, including long multiplication and division, and in working with fractions, decimals and percentages. Pupils should read, spell, pronounce and apply mathematical vocabulary correctly.

7. Assessment

We will track pupils' progress using a combination of formative and summative assessment linked directly to our mastery curriculum. We will provide regular targets/next steps for pupils using accurate teacher judgements, provide termly interim reports (Autumn and Spring data) which are discussed at parents' evenings and parents will receive a written report annually (End of Year data).

Formative assessment

Guided and independent learning tasks within Red Rose Mastery Maths workbooks, mathematical discussions, verbal and written reasoning, mental and procedural jottings and Lancashire Maths LAPS grids help to triangulate our teacher judgements alongside day to day discussion around reasoning and children's representations of understanding (concrete, pictorial, abstract).

Summative assessment

- Red Rose end of unit assessments (End of unit assessment of Pre-Teach to new learning).
- NFER's termly assessments.
- Lancashire Pupil Tracker is updated termly.
- National Curriculum tests are used at the end of KS1 (optional) and KS2 (statutory); teachers use past and sample papers to inform their assessments as they prepare pupils for these assessments.
- The Multiplication Tables Check in Year 4

The school's Marking and Feedback Policy informs high quality, immediate feedback (ticks if correct, spots for slips) and verbal discussion/rapid intervention if required to address a clear misconception ('INT' written or clear written annotations and prompts using green pen). The aim is to immediately challenge and stretch our children within each Maths book entry. This way, progression is not withheld for during marking time away from the children but evident through variation in their verbal feedback follow up questions or success following a guided question.

8. Equal Opportunities including SEND

Through adaptive teaching, we aim to include all pupils in the daily mathematics lesson. All staff are aware of and take into account the provision for children with special educational needs including those with dyslexic tendencies. We adapt and scaffold learning opportunities to include both children who have learning difficulties and require additional support and those who are 'rapid graspers' and require further challenge.

Strategies to support barriers to learning will involve Visual, Auditory and Kinaesthetic activities so that all lessons meet the learning needs of abilities of children.

Inclusion strategies include:

- Direct teaching by demonstrating, explaining, discussing and summarising.
- Use of the CPA (Concrete – Pictorial – Abstract) approach to develop mastery of understanding.
- Full class or group interaction to give children the opportunity to explain, write on the board, offer alternative methods etc.
- Use different types of questioning, including those that need rapid response and higher-level questions which require the children to use and apply their knowledge.
- Check mathematical vocabulary and notation, and make sure children understand how to interpret questions.
- Teach strategies for problem solving, using effective number sentences and calculation strategies.
- Teach test techniques using examples from Test Base and previous year's SATs papers to practise timings and develop pace.
- Use errors from all work to identify misconceptions and thus plan new objectives and any additional intervention that is required.
- Give children the opportunity to work in pairs or small groups, discussing and explaining their own ideas and methods.
- Provide child-led learning opportunities which allow the children to develop resilience and determination as well as a deepening understanding of mathematical concepts.
- Use practical, hands-on experiences wherever possible – counters, number squares, solid shapes etc., as well as appropriate computer software to reinforce the objective.
- When a child has been identified as having SEND in mathematics, progress is supported and monitored by the Teacher, Associate SENDco, Specialist Teacher and Maths Subject Leader through Termly Pupil Support Plans (PSPs).
- The SENDco and Specialist Teacher identifies additional resources that are appropriate to support pupils and have an overview of the provision for pupils who are working with specific learning barriers in mathematics.
- Additional intervention and support is provided to ensure that the pupils achieve success and reach their potential. Across the school, Teaching Assistants are used to provide real-time support and intervention which enables SEND pupils to access the lessons alongside their peers and to secure progress.

9. Role of the subject leader

- Keeps the school's policy for mathematics under regular review.
- Take the lead in policy development and schemes of work to ensure progression and continuity in Maths throughout the school.
- Ensures that the school's senior leaders and governors are kept informed about the quality of teaching and learning in mathematics.
- Ensures teachers understand the requirements of the National Curriculum and leads by example by setting high standards in their own teaching.
- Lead and schedule continuing professional development and learning (CPD) for all teaching staff to ensure subject knowledge is secure and mastery is embedded across all phases.
- Takes responsibility for managing own professional development by participating in external training, independent reading, engagement in educational research and attending local and county network/Maths Hub meetings.
- Keep up to date with developments in maths and circulate key information and summaries to colleagues as appropriate e.g. disseminated via school staff meetings.
- Leads the whole-school monitoring and evaluation of teaching and learning in mathematics by: observing teaching and learning in maths regularly; analysing assessment data in order to plan whole school improvement in mathematics; conducting work scrutiny to inform evaluation of progress; conducting pupil interviews.
- Learning walks/observations to focus on pupils and their learning (oracy and automaticity), rather than observable features of teaching.
- Monitor the use of Maths Working Walls (whole school display layout) and their relevance to current learning (Links to prior learning, What are we learning today, Place Value grid, Fluency modelled, Deeper Learning question and oracy stems AABCC)
- Monitor progress in Maths from EYFS to Y6, by analysing assessment data on a termly basis in order to identify groups and individuals who may be underachieving. Following this, the Subject Leader will support teachers in identifying why these children are underachieving and develop strategies to enable them to make more progress.
- Identify areas for development from termly and end of year assessments and contribute to the whole school improvement plan.
- Works in close partnership with the school's SENDco and Specialist Teacher to ensure the learning needs of all pupils in mathematics are met effectively.
- To support staff identifying target children and monitor these target children so that there is no slippage year on year.
- Take responsibility for the purchase of resources.
- Keeps parents informed about mathematics achievements and areas for development throughout their child's learning journey.
- Liaising with local secondary schools in order to organise West Craven Cluster Maths Challenge Days.

10. Promoting writing within Mathematics

The teaching of mathematics contributes significantly to children's understanding of English in our school by actively promoting the skills of reading, writing, speaking and listening. For example, in mathematics lessons, we expect children to read and interpret problems and present their work to others during lessons (orally and written). Our learning focusses greatly on children's depth of understanding and we encourage our children to reason and explain their understanding both verbally and in writing. This supports children's development of English greatly as they learn to speak and write clearly and articulately. At Coates Lane, teachers and teaching assistants embed the

correct use of Mathematical vocabulary within lessons as a tool, to enable our pupils to think clearly, logically and confidently – and to be able to communicate their written reasoning fluently and with assurance.

11. SMSC and enrichment within Mathematics

By incorporating SMSC into maths lessons, teachers can help to create a positive and engaging learning environment that supports the personal development of our pupils. By developing students' SMSC skills, teachers are also helping to prepare them for the challenges of the future and to promote social cohesion and understanding in their communities.

The Cultural Child - Mathematics supports the cultural development of a child by exposing them to a range of different approaches to solving problems and reasoning skills. **Connecting Maths to Real Life:** By linking mathematical concepts to real-life situations, teachers can encourage students to consider the impact that maths has on society and the world around them.

The Social Child - Mathematics supports social development by requiring verbal reasoning. Children have opportunities to discuss their learning with their peers. **Promoting Respect and Understanding:** Maths is a subject that transcends cultural and linguistic boundaries, making it an ideal tool for promoting respect and understanding between different groups of people. Teachers can use math lessons to encourage students to appreciate the diversity of different cultures and beliefs. **Group Work and Collaboration:** Maths lessons often involve group work and collaboration, providing opportunities for students to develop social skills and to work together to find solutions to problems.

The Moral Child - Mathematics supports moral development by encouraging children to look, discuss and evaluate a range of social and moral issues found in the world. This can sometimes draw upon other areas of study, such as history or geography. **Ethical Considerations:** Maths is not just about numbers, but also about making decisions. By encouraging students to think about ethical considerations when solving mathematical problems, teachers can help them to develop their sense of morality and social responsibility.

The Spiritual Child - Mathematics supports spiritual development by engaging children with depth of thinking and problem solving. **Encouraging Reflection:** Maths lessons provide opportunities for students to reflect on their own thinking processes and to appreciate the importance of perseverance and determination. By encouraging students to reflect on their own learning and to consider the impact that maths has on their lives, teachers can help to foster personal development.

Enrichment is the enhancement of mathematical experiences and may feature:

- alternative and creative approaches to topics, including open-ended investigations
- the mathematics found in other subjects
- the history and development of some of the deepest ideas of mathematics through study of influential people within the field of mathematics
- mathematics of particular relevance to the students, e.g. related to their locale or to the school's specialism
- leading mathematics in the outdoor learning areas and incorporating physical activity so that kinaesthetic learners are engaged
- visits out of school by the pupils or visits to the school by outside speakers.

12. Health and Safety

Mathematics lessons will follow usual health and safety guidelines for classroom practice. It is occasionally an enriching experience to learn and practise Mathematics in the outdoors. If this is the case, teachers will ensure that all health and safety provisions are in place for learning outside the classroom.

13. Resources

There are a range of resources available to support teaching and learning in mathematics across the school. In all classrooms, concrete objects and pictorial templates are accessible to children at all times (Maths kit boxes) so that they are encouraged to navigate and broaden their understanding through a variety of representations. As teachers navigate through the Red Rose Mastery Maths scheme of work, resources are added to and rotated in order to support the respective learning at that time (completed by Senior Maths Consultants for Lancashire). Mastering Number in the EYFS and KS1 Programme is provided through our NCETM – Abacus NW Hub membership. Number Sense – Times Tables Fluency Programme is provided through our annual membership subscription. A wide range of resources is also stored centrally in the mathematics area (printer room). These resources are clearly labelled and are available for use by all classes. There is a range of software available on the network (Staff drive). Teacher reference documents and resources are stored on the Staff Shared network – Mastery in Mathematics folder.

14. Outdoor learning within Mathematics

At Coates Lane, we are incredibly fortunate to have many outdoor learning spaces within our school grounds. Taking maths outside can bring the subject to life for learners and their teacher alike. Maths is a lens for viewing and understanding the world. Realising the potential of any space to investigate, explore and enjoy learning mathematical concepts helps pupils significantly. Very often the practical nature of the tasks changes perceptions children have of themselves and each other. The learning feels more shared. Best of all, natural materials and stepping outside of the classroom walls raises children's confidence levels and the pace of a lesson. Suddenly errors are no longer mere mistakes, but part of the process of trial and investigation necessary to deepen understanding. When following our scheme of work we challenge ourselves to think about the maths that can be developed through children's interests and play. Many KS2 children enjoy building dens from tarps, nets and other materials. Our playground offers open-ended playground markings, which can be used for maths as well as play. When making changes to any outdoor space, we consider the mathematical opportunities that can be enhanced.

Date of policy review: September 2026

Date to be reviewed: September 2027