

My Thinking and Learning – Mathematics Policy



Vision:

Mathematics is essential to everyday life and provides pupils with the tools to understand, interpret, and engage with the world around them. At Acorns School, we aim to provide a high-quality mathematics education that develops curiosity, reasoning, and confidence. We want pupils to see mathematics as meaningful, purposeful, and relevant to their daily lives.

The aims of mathematics within Acorns School are:

- Promote enjoyment, curiosity, and enthusiasm for mathematical learning through practical activity, exploration, and discussion.
- Develop reasoning and problem-solving skills that enable pupils to make sense of their world.
- Build confidence and independence so that all pupils feel proud of their mathematical achievements.
- Secure a deep understanding of number, shape, space, and measure appropriate to each pupil's developmental level.
- Enable pupils to apply mathematics in real-life contexts, supporting functional numeracy and independence.
- Encourage clear use of mathematical vocabulary and communication.

Curriculum Intent and Implementation:

Mathematics at Acorns sits within 'My Thinking and Learning', a curriculum designed to nurture pupils' cognitive and problem-solving abilities. Our intent is to provide a progressive, accessible mathematics curriculum that supports every pupil to develop conceptual understanding, reasoning, and fluency. Learning is structured through clear pathways for pre-formal, semi-formal, and formal learners, each designed to meet the diverse needs of our pupils.

Implementation is based on practical, engaging, and meaningful learning experiences. Teachers plan carefully sequenced activities that encourage exploration, reasoning, and problem solving, with appropriate scaffolding and challenge. Mathematics is taught through varied approaches, including experiential learning, group collaboration, and the use of concrete resources. Pupils are supported to apply mathematical understanding across the curriculum and in everyday situations to ensure meaningful connections are made.

Impact is measured through ongoing assessment, evidence collection, and pupil engagement. Progress is monitored against individual targets, ensuring that all pupils move forward from their unique starting points with confidence and independence.

Early Years Mathematics

In the early years, mathematics follows the EYFS statutory framework. https://assets.publishing.service.gov.uk/media/65aa5e42ed27ca001327b2c7/EYFS_statutory_framework_for_group_and_school_based_providers.pdf See for details of EYFS statutory framework.

The pupils are provided with mathematical opportunities through an 'enabling environment' and work towards ELGs at the end of the foundation stage.

Pre-Subject Specific Learners (*Pre Formal & Experiential Semi formal learners*)

For children with PMLD or complex ASD, these children are Pre subject specific learners (P1-4) we say they are our *Pre Formal learners*. Maths forms an integral part of their understand of the world and their sense of self. Their curriculum looks very different due to the nature of their abilities and focuses on the prerequisite skills and executive functioning skills needed to engage with their environment knowing where they are within the space. Engagement Model is used to assess their progress while Evidence for learning is used along with quality observation to track their progress in relation to their EHCP outcomes.

Programme of Study Key Stage 1 & 2 – (*Our Semi Formal Curriculum for our Semi formal bridge into Formal learners*)

As of January 2022, mathematics in Acorns comes under the banner of My Thinking and Learning, this encompasses other subject areas that compliment mathematics. As a school we broadly follow the aims described within the National Curriculum Programme of Study for Mathematics and ensure that the Pre key stage standards are worked towards. We make sure that our children have a variety of learning experiences linked to overarching topic areas that ensure all of our children are engaged in the

content being taught. Progress can vary and looks different for every child. However, all lessons are differentiated to meet the needs of our special learners with all children being taught mathematics at a level appropriate to their ability and an individual numeracy target set out in their EHCP's under cognition and learning. We have the flexibility to introduce content at an earlier or later stage than set out in the Programme of study, though we endeavor to cover most content that is applicable to their development by the end of their school journey.

Reference: **DFE National Curriculum Primary Mathematics Programme of Study as set out year by year for Key Stage 1 & 2 September 2013**

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/335158/PRIMARY_national_curriculum_-_Mathematics_220714.pdf for details of DFE Programme of Study.

&

<https://www.gov.uk/government/publications/teaching-mathematics-in-primary-schools>

Planning

Planning is based on having a thorough understanding of the pupils' needs, gained through effective and rigorous observations through EFL. Teacher assessment and tracking is done through Bsquared, combined with high expectations and the ambition for all children to achieve.

We carry out curriculum planning in mathematics within several timeframes: long-term coverage, medium-term topic webs and weekly planning.

For our more formal learner (usually placed in upper KS2) The National Curriculum Programme of Study gives a detailed outline of what is to be taught each term and this constitutes our long-term plans with us working towards end of Key stage 1 expectations.

Our medium-term plans, which are adopted from the Programmes of study, give details of the main teaching objectives for each term and details of what is to be taught. This was mapped by our local authority and features at the end of this policy. *(see table below)*

Class teachers complete weekly plans for the teaching of mathematics. These give specific learning objectives for each lesson and details of how the lesson will be taught, how support staff will be utilised and how differentiation will take place within the lesson in order to support pupils' IEP targets.

We endeavor at all times to set work that is challenging, motivating and which encourages the pupils to talk about what they are learning.

Method of Delivery

Each teacher is responsible for the delivery of mathematics in their class, supported by a TA3 and two TA2s. The school uses a variety of teaching and learning styles in mathematics lessons. Daily mathematics lessons offer the opportunity for:

- Whole class teaching
- Group work
- Paired work
- Individual teaching
- Experiential and sensory work

Pupils engage in:

- Development of mental strategies
- Practical work
- Investigative work
- Problem solving
- Mathematical discussion
- Written methods
- Consolidation of basic functional skills

At Acorns School we recognise the importance of establishing a secure foundation in practical and mental mathematics and the recall of number facts before standard written methods are introduced. Where appropriate, we offer opportunities for pupils to apply and develop their mathematical skills across the whole curriculum through the provision of quality, concrete, active experiences, e.g. multi-sensory experiences, structured play, environmental visits etc, this will allow pupils to revisit, practise and consolidate different areas of mathematics and apply them within different contexts.

Teachers' expectations will ensure that all tasks have clearly identified learning outcomes and are matched to pupils' abilities and individual mathematics targets.

Classroom Organisation

Classroom organisation is determined by several factors:

- the individual needs of the pupils
- the number of pupils
- the nature of the activity
- the diverse range of resources available [human and physical eg standing frames, wheelchairs, etc]
- Streaming may occur based on the individual ability of that child (so year 4 may go to year 6 and visa versa) this ensures challenge and progress.

A multi-disciplinary approach is adopted when the needs of the pupils are such that input from the Speech and Language Therapist, Occupational Therapist and/or Physiotherapist is required.

Peripatetic teachers support a small number of pupils with a hearing and/or visual impairment.

Assessment

Assessment occurs throughout the lesson through questioning, observation of pupils at work and marking of work. Daily assessment by the teacher in consultation with TA staff enable weekly plans to be adjusted if required; these short-term assessments are closely matched to the teaching objectives and pupil's progress towards meeting their EHCP targets. EFL is sometimes used as a method to record practical or functional Maths lessons. This allows pictures or videos to be linked to those aspects of maths (like shape or or Number or time etc.) It also allows us to link EHCP targets that may have been written with a mathematics focus to be linked as well. This allows for a more cohesive approach when documenting progress in our children.

Teachers make long-term assessments towards the end of the school term using the Bsquared, with Evidence for learning used to justify some decisions. Pupils are tracked, and data is produced to show the progress made year on year. The percentage gain in attainment is set by the GLD primary forum whereby progress can be measured with other GLD primary schools and national benchmarks.

In the Early Years Foundation Stage, teachers assess using 'Development Matters'. This has been incorporated into BSquared, with Evidence for learning used to support some decisions. Children within EYFS are also baseline assessed at entry and exit of EYFS with the data being sent to the DFE.

Acorns School attends regular GLD moderation forums to ensure the accuracy of our internal assessment. Internal moderation also takes place across Key Stages throughout the school year.

Every pupil at Acorns School has an annual review of their 'Education, Health and Care Plan'. The class teacher is responsible for assessing the past year's targets, reporting on these targets and setting new individual targets for the coming year. Mathematics is reported within cognition and learning.

Reporting and Recording

A record of progress in mathematics is provided by:

- Ongoing classroom assessment evidenced in the pupils' work, teacher comments and verbal feedback
- BSquared summative assessment
- Close monitoring throughout the year by the Deputy Head Teacher in conjunction with classroom teacher for pupils that are RAG/CIOC/PP
- EFL, within the mathematics folder (class specific) and the subject leader monitoring file
- EYFS age-related assessment bands

- Regular contact with parents through EFL, in addition to via parents' evening, the child annual review and end of year report
- Ongoing assessment against EHCP
- Annual report provided to Governing Body. The Assessment Governor is encouraged to look at the BSquared and Evidence for learning observations to discuss individual pupil's progress.

Parents can, at any time make an appointment with the Head teacher, Deputy Head Teacher or class teacher to discuss their child's progress in mathematics.

Contribution of Mathematics to teaching in other Curriculum areas

Communication and language

Mathematics contributes to many areas of learning across the curriculum. It strengthens communication skills through mathematical vocabulary, reasoning, and discussion. Pupils use ICT to explore data, patterns, and problem-solving using a range of accessible technologies. Links with PSHE help pupils apply mathematical understanding to personal and social contexts, such as sharing, fairness, and decision making.

Functional numeracy is developed through real-life applications such as cooking, travel planning, shopping, and enterprise projects. These experiences provide meaningful opportunities for pupils to apply mathematics to the world around them, promoting independence and life skills.

Information and communication technology

Pupils use and apply mathematics in a variety of ways when solving problems using ICT. Pupils have access to I pads, tablets, PC and whiteboard as well as a range of switches to activate ICT devices. We have

a range of software designed to help develop skills in each of the areas of mathematics.

PHSE

Mathematics contributes to the teaching of personal, social and health education and citizenship. Children are encouraged and given opportunities to become increasingly independent in their own learning. The planned activities that pupils do within the classroom encourage them to work together and respect each other's views. We also present pupils with the opportunities to experience and learn in 'real life' situations e.g. shopping and spending money, mini enterprise activities.

Governing Body

The Governors' curriculum committee regularly looks at the implementation of mathematics across the key stages. They are invited to attend relevant school inset training and to observe the teaching of mathematics lessons.

Each class has an allocated link governor, with whom they have regular contact.

Reporting to Parents

Parents are welcomed into school to discuss their children's work with the class teacher. Parent's evenings are held in the summer term which enables parents to discuss their child's achievements and progress. Each pupil has an Annual Review to which parents are invited to attend and discuss their child's achievements and progress and to contribute to the setting of Annual Review Targets. Parents receive an Interim progress report sent home early in the Spring term and Annual Report at the end of each Summer Term this details the work covered by each pupil and the attainment target specific to their son / daughter.

Equal Opportunities

The Governors and staff are committed to provide the full range of opportunities for all pupils regardless of gender, disability, ethnicity, social, cultural or religious background. All pupils have access to the curriculum and the right to a learning environment which dispels ignorance, prejudice or stereotyping.

Mathematics Co-ordinator

The Mathematics Coordinator provides leadership and direction for the subject, ensuring that mathematics teaching reflects the school's intent and supports high-quality learning across all phases.

Key responsibilities include:

- Developing and articulating the intent, implementation, and impact of mathematics teaching across the school.
- Supporting staff through mentoring, CPD, and collaborative planning.
- Monitoring teaching and learning through observations, evidence reviews, and data analysis.
- Leading curriculum development and reviewing the Maths Policy annually.
- Liaising with other schools and professional networks to share best practice.
- Reporting on pupil progress and subject development to SLT and governors.

TO WHOM RESPONSIBLE:

Head teacher
Governors

L Hall
S Jukes

Headteacher
Chair of Governors

Date: October 2025
Date: October 2025

Mathematics Overview 2024-2025 Semi- formal experiential and Bridge Learners

Autumn 1st	<p>NUMBER -Rote Counting, counting objects, number sense, number recognition, number graphics.</p> <p>Understanding 2d shape, sorting</p>
Autumn 2nd	<p>NUMBER -Rote Counting, counting objects, number sense, number recognition, number graphics.</p> <p>Measurement - weight & money</p>
Spring 1st	<p>NUMBER -Rote Counting, counting objects, number sense, number recognition, number graphics, number calculation.</p> <p>Understanding 3d shape, patterns</p>
Spring 2nd	<p>NUMBER -Rote Counting, counting objects, number sense, number recognition, number graphics, number calculation.</p> <p>Measurement - distance & time</p>
Summer 1st	<p>NUMBER -Rote Counting, counting objects, number sense, number recognition, number graphics, number calculation.</p> <p>Understanding 2d & 3d shape, positional language</p>
Summer 2nd	<p>NUMBER -Rote Counting, counting objects, number sense, number recognition, number graphics, number calculation.</p> <p>Measurement - Volume & distance</p>

For pupils working at Semi formal bridge to Formal learners

Cycle 1(2025-2026) Cycle 2 (2026-2027) Mathematics Overview

	Autumn cycle1	Autumn cycle 2	Spring cycle 1	Spring cycle 2	Summer cycle 1	Summer cycle 2
Week 1+ 2	Number and Place value	Sequencing and Sorting	Number and Place value	Length and Mass/weight	Number and Place value	Time
Week 3 +4	Number and Place value	Statistics	Mass/weight	Addition and Subtraction	Addition and Subtraction	Multiplication and Division
Week 5 +6	Length and Mass/weight	Fractions Capacity and Volume	2-D and 3-D Shape	Fractions	Capacity and Volume	Statistics Subtraction - difference
Week 7 +8	Addition and Subtraction	Money	Counting and Money	Position and Direction	Fractions	Measurement
Week 9+ 10	Addition and Subtraction	Time	Multiplication	Time	Position and Direction Time	Sorting
Week 11 +12	2-D and 3-D shape	Assess and review week	Division	Assess and review week	2-D and 3-D shape	Assess and review week

Only difference to level 1 is the addition of Statistics

Supporting Documents –

The following supporting documents underpin Acorns School’s approach to teaching and learning in Early Years Mathematics. They reflect the latest statutory and evidence-informed guidance available as of October 2025.

Core Documents

- Early Years Foundation Stage (EYFS) Statutory Framework for group and school-based providers – Department for Education (2024). Available at: <https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>
- Development Matters: Non-statutory curriculum guidance for the EYFS (DfE, revised September 2023). Available at: https://assets.publishing.service.gov.uk/media/64e6002a20ae890014f26cbc/DfE_Development_Matters_Report_Sept2023.pdf
- Improving Mathematics in the Early Years and Key Stage 1 – Education Endowment Foundation (EEF). Available at: <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths>
- Supporting Early Mathematics in the Early Years – EEF Early Years Evidence Store. Available at: <https://educationendowmentfoundation.org.uk/early-years/evidence-store/early-mathematics>
- Best Start in Life Part 3: The Four Specific Areas of Learning – Department for Education (2024). Available at: <https://www.gov.uk/government/publications/best-start-in-life-a-research-review-for-early-years/best-start-in-life-part-3-the-4-specific-areas-of-learning>

Additional Practitioner Guidance

- Children Thinking Mathematically: PSRN Essential Knowledge for Early Years Practitioners (Early Education, 2009). Available at: <https://birthto5matters.org.uk/wp->

content/uploads/2021/03/Children_thinking_mathematically_PSRN_essential_knowledge_for_Early_Years_practitioners.pdf

- Early Years Evidence Store – Education Endowment Foundation. Available at: <https://educationendowmentfoundation.org.uk/education-evidence/early-years>
- Early Mathematics Self-Assessment Tool – Education Endowment Foundation. Available at: https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/early-maths/Improving_mathematics_in_the_Early_Years_Audit_Tool.pdf

Summary

These documents provide the foundation for planning, teaching, and assessing mathematics in the Early Years at Acorns School. They ensure that practice reflects current statutory requirements and is informed by the latest educational research.