



Maths Policy

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1. Whole-School Curriculum Intent

At Mountford Manor Primary School, children are supported, guided and inspired through excellent teaching practices to achieve academic success through a knowledge-engaged curriculum. Developing the whole child is central to everything we do. Our curriculum extends opportunity, raises aspiration and opens children’s eyes to the world beyond their immediate environment.

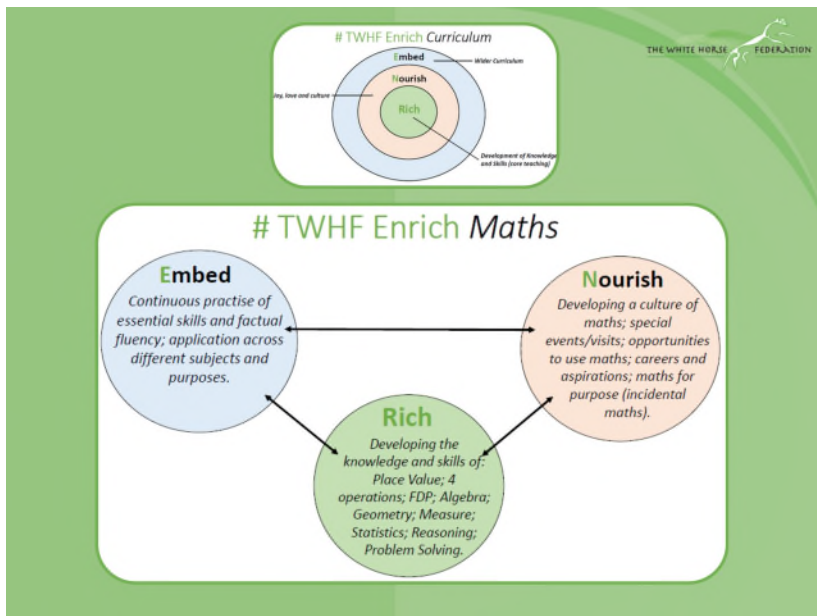
We aspire for children to *Make the Most of their Potential* by becoming motivated learners, seeking meaningful futures and becoming proud citizens. Five Golden Threads underpin and weave through all curriculum areas, including Mathematics: embedding values and community; developing oracy through a language-rich environment; cultivating a love of reading; enabling experiences that inspire ambition; and encouraging curiosity so pupils want to know more and remember more.

Golden Thread	How this is embedded in Maths
Embed Values	Through learning about how to solve different fluency, reasoning and problem-solving activities; children develop an appreciation of a growth mindset. As a school we value the importance of failure in learning and children grow their resilience and perseverance through this process. This supports pupils in becoming rounded; valuable citizens.
Develop Oracy Skills	Children are given opportunities to talk and discuss their ideas and reasoning in daily maths lessons. Sentence stems are used to support maths talk and discussion. Children are made aware of and encouraged to use a range of mathematical vocabulary throughout their journey through the school. Vocabulary is used to help children to make connections between concepts and ideas.
Cultivating a culture of readers	Where possible, children are encouraged to read through a range of problems and use their comprehension skills to pick out key information and facts.

	Children are also given opportunities to read a number of Non-fiction text of which includes learning about various mathematical and scientific discoveries.
Giving exposure to real life opportunities and experiences	As part of the Master Approach to the teaching of Maths, children are encouraged to use and explore maths in real-life situations and throughout the school maths is put into context. The school encourages the use of real life concrete and pictorial resources to aid children in demonstrating various representations and structures. Maths is highly valued at the school and success is celebrated both with peers and the wider community. Where possible, children learn about various careers where maths plays an important role.
Encourage curiosity	In maths “practice makes permanent” and children understand by doing more will enable them to know and remember more. Through Maths, children build upon their prior number fluency; reasoning and problem-solving skills which enable them to develop a wider curiosity; motivating them to learn further.

2. Curriculum Vision

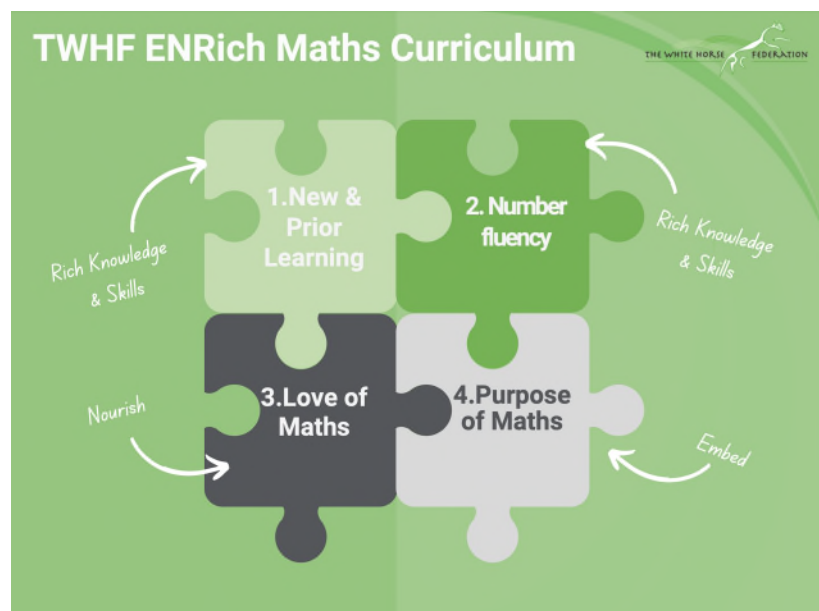
Our Mathematics curriculum follows the TWHF ENRich model and is structured around three interdependent drivers:



These drivers are realised through four practical components:

1. New and Prior Learning
2. Number Fluency
3. Love of Maths
4. Purpose of Maths

The curriculum is carefully sequenced from National Curriculum objectives, blocked into themes and divided into manageable steps to create a coherent mathematical journey through each year group. Learning builds cumulatively so that knowledge is connected, secure and transferable.



3. Maths Intent

At Mountford Manor, we intend for all pupils to:

- Become fluent in the fundamentals of mathematics
- Develop secure conceptual understanding
- Recall and apply knowledge rapidly and accurately
- Reason mathematically using precise language
- Solve problems in increasingly complex and unfamiliar contexts

We aim to develop confident mathematicians who appreciate number, understand structure and can perform mental and written procedures efficiently and accurately.

4. New and Prior Learning

RICH Knowledge and Skills

The RICH core of our curriculum ensures explicit daily teaching of new mathematical learning. Key domains include:

TWHF ENRich Maths Curriculum

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New & Prior Learning

- Number & place value, 4 operations, FDP, Measurement, Geometry (shapes/position and direction) and Statistics
- Arithmetic skills
- Reasoning skills
- Problem solving

New Learning

To develop RICH knowledge and skills, students will be exposed to daily explicit teaching of **New** mathematical learning. **New learning** has been designed to enable a coherent learning progression through the curriculum. This enables all students to develop a deep and connected understanding of mathematics so that they can apply it in a range of contexts. Representation and structure has been considered so that teachers can carefully select representations of mathematics to expose mathematical structure. Variation is embedded into new learning to draw closer attention to a key feature of a mathematical concept or structure. Finally students are exposed to problems which enable mathematical thinking, which is central to how pupils learn mathematics.

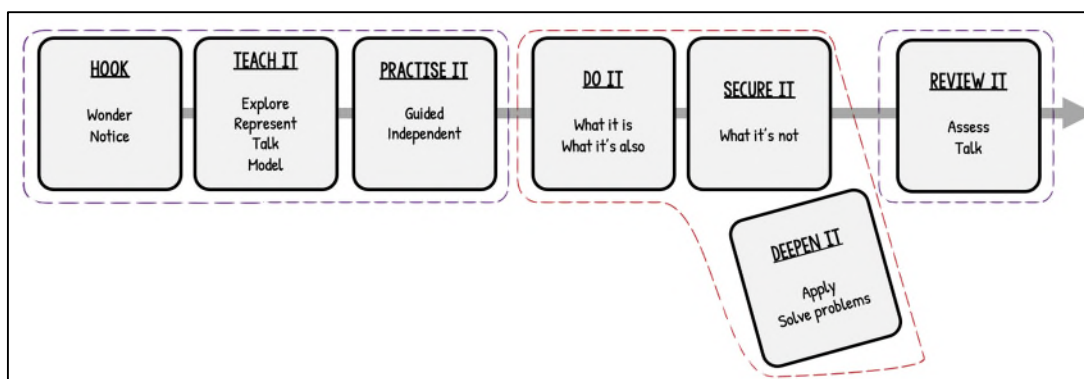
Prior Learning

Students will also be exposed to daily teaching and deliberate practice of tasks that activate **prior learning**. Through daily MOT sessions students will have opportunity to retrieve and use prior knowledge so that it can be easily remembered and recalled during New Learning sessions. MOT sessions will also include twice weekly arithmetic practice sessions and 'Keep-up' opportunities for children who need longer to fully grasp a new concept or skill.

New learning is designed to ensure coherence and progression. Representation and structure are carefully selected to expose mathematical relationships. Variation is used intentionally to draw attention to key features of a concept. Pupils are regularly exposed to problems that develop mathematical thinking.

Lesson Structure

New learning follows a gradual release model:



Lessons move through stages such as: hook, teach, practise, do, secure, deepen and review. Diagnostic tasks allow teachers to assess depth of understanding and adapt teaching accordingly.

Prior Learning and MOT Sessions

Daily MOT (Maths on Track) sessions activate and strengthen prior learning. These include:

- Retrieval practice

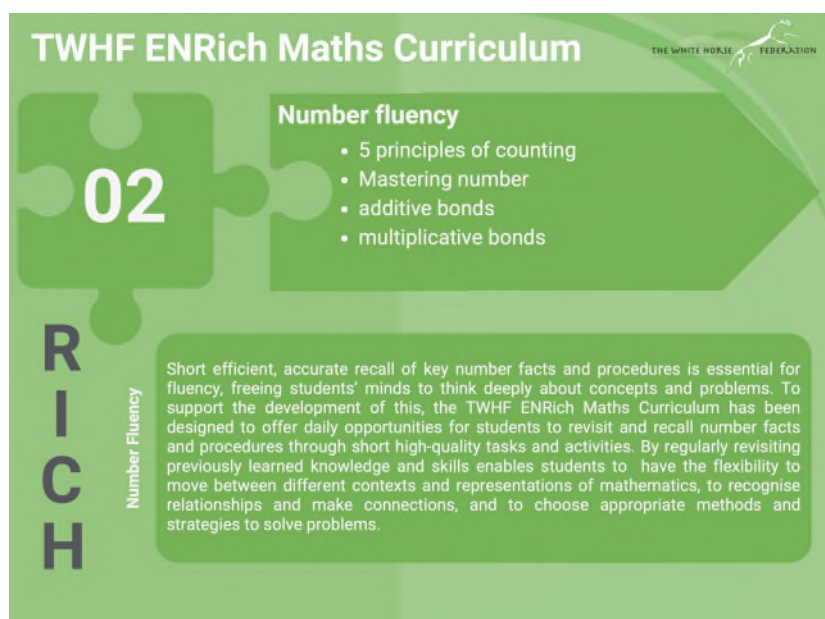
- Twice-weekly arithmetic practice
- 'Keep-Up' opportunities for pupils requiring additional consolidation

This ensures knowledge is not only learned but retained and readily recalled.

The CanDo Maths resource forms the foundational structure of the curriculum, ensuring coverage, appropriate pace and alignment with mastery principles. This is supplemented with high-quality reasoning tasks, explicit problem-solving lessons, number fluency development materials and SAT-style questions where appropriate.

5. Number Fluency

Short, efficient and accurate recall of key number facts and procedures is essential for deep thinking. Daily number fluency sessions include:



The infographic is titled "TWHF ENRich Maths Curriculum" and features a green background with puzzle-piece shapes. A large puzzle piece on the left contains the number "02". To its right, a section titled "Number fluency" lists four bullet points: "5 principles of counting", "Mastering number", "additive bonds", and "multiplicative bonds". On the far left, the letters "RICH" are stacked vertically, with "Number Fluency" written vertically next to them. A large text box at the bottom contains a paragraph explaining the importance of fluency and the curriculum's design. The logo for "THE WHITE HORSE FEDERATION" is in the top right corner.

02

Number fluency

- 5 principles of counting
- Mastering number
- additive bonds
- multiplicative bonds

RICH

Number Fluency

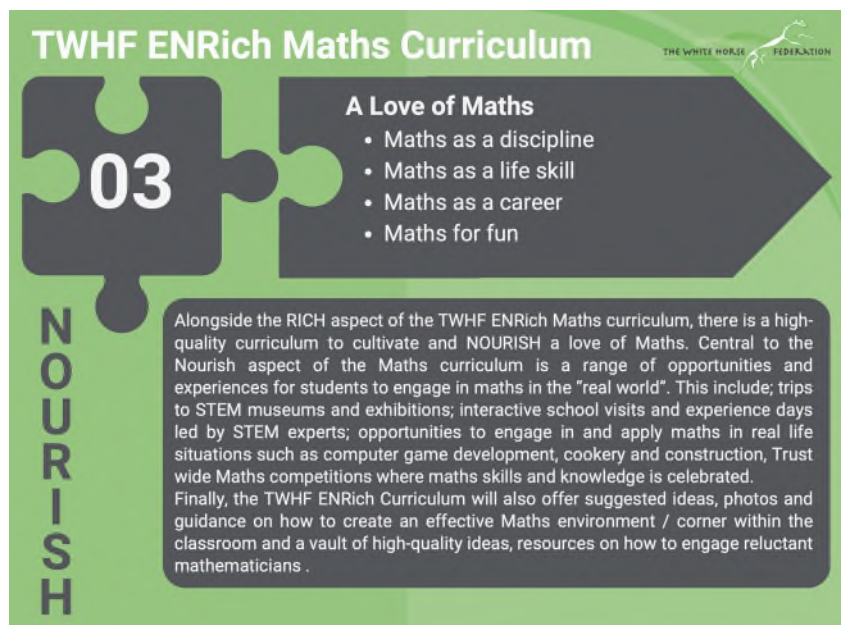
Short efficient, accurate recall of key number facts and procedures is essential for fluency, freeing students' minds to think deeply about concepts and problems. To support the development of this, the TWHF ENRich Maths Curriculum has been designed to offer daily opportunities for students to revisit and recall number facts and procedures through short high-quality tasks and activities. By regularly revisiting previously learned knowledge and skills enables students to have the flexibility to move between different contexts and representations of mathematics, to recognise relationships and make connections, and to choose appropriate methods and strategies to solve problems.

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Fluency enables pupils to move flexibly between contexts and representations, recognise relationships and choose appropriate strategies when solving problems.

6. Love of Maths (Nourish)

Alongside RICH knowledge, we deliberately cultivate a culture that celebrates mathematics. Mathematics is promoted as:



Opportunities include:

- STEM trips and museum visits
- Interactive experience days
- Trust-wide maths competitions
- Real-life applications such as cookery, construction and game development
- Learning about famous mathematicians
- Developing engaging classroom maths environments

This ensures pupils see mathematics as purposeful and aspirational.

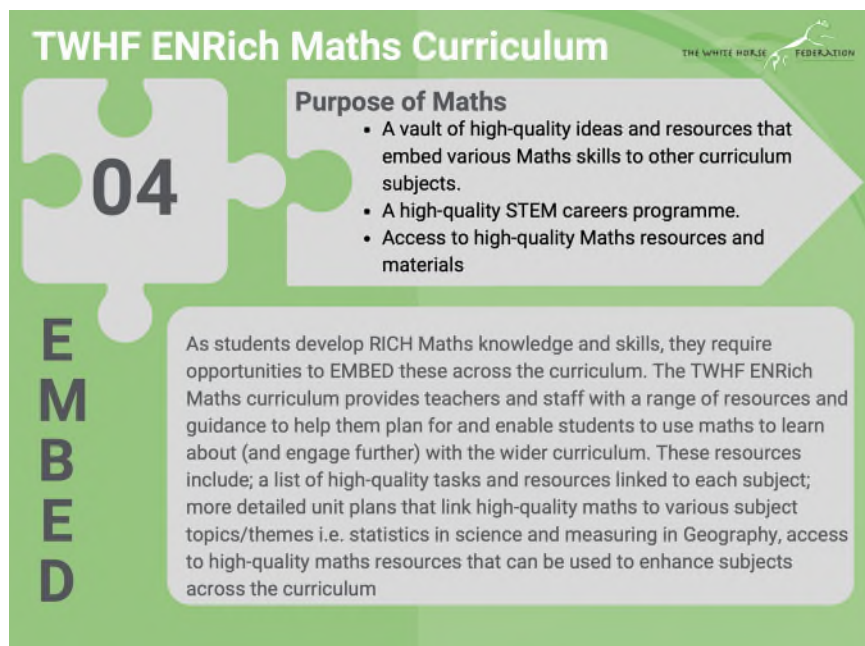
7. Purpose of Maths (Embed)

As pupils develop strong mathematical knowledge and skills, they are given opportunities to embed these across the curriculum.

Teachers are supported with:

- Cross-curricular unit links
- Subject-specific task banks
- Guidance on embedding mathematics into science, geography and other subjects
- Access to high-quality mathematical resources
- A structured STEM careers programme

Examples include statistical analysis in science and measurement in geography. Embedding mathematics strengthens understanding and reinforces its real-world relevance.



TWHF ENRich Maths Curriculum

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EMBED

Purpose of Maths

- A vault of high-quality ideas and resources that embed various Maths skills to other curriculum subjects.
- A high-quality STEM careers programme.
- Access to high-quality Maths resources and materials

As students develop RICH Maths knowledge and skills, they require opportunities to EMBED these across the curriculum. The TWHF ENRich Maths curriculum provides teachers and staff with a range of resources and guidance to help them plan for and enable students to use maths to learn about (and engage further) with the wider curriculum. These resources include; a list of high-quality tasks and resources linked to each subject; more detailed unit plans that link high-quality maths to various subject topics/themes i.e. statistics in science and measuring in Geography, access to high-quality maths resources that can be used to enhance subjects across the curriculum

8. Mastery Approach

We adopt a Teaching for Mastery approach. Learning is taken at a measured pace to ensure depth before acceleration.

The majority of pupils work within their year group expectations, developing secure understanding before moving forward. Pupils are encouraged to apply knowledge creatively and make connections rather than simply moving onto new content prematurely.

9. The Five Big Ideas

Our teaching is underpinned by:

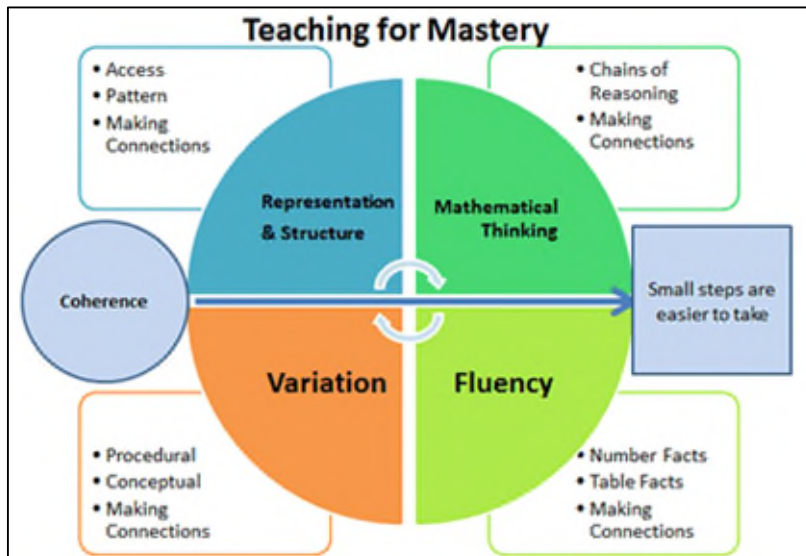
Coherence – Small, connected steps build secure understanding.

Representation and Structure – Models reveal mathematical relationships.

Mathematical Thinking – Pupils reason, justify and explain.

Fluency – Secure recall enables flexibility.

Variation – Careful sequencing deepens conceptual understanding.



10. Inclusion

Teachers scaffold learning to ensure full access for all pupils, including those with SEND. A range of resources, manipulatives, structured support and specialist advice are used to ensure equity of opportunity. Progress is monitored through provision maps and assessment systems.

11. Monitoring and Assessment

In EYFS, learning is evidenced through observations and recorded against Early Learning Goals.

In KS1 and KS2, learning is evidenced through books, questioning, summative assessments and end-of-unit tests. Teacher judgements are aligned to year group expectations and statutory frameworks where appropriate.

Assessment informs teaching and identifies gaps in understanding.

12. Teaching and Learning Principles

Teaching is guided by:

- Challenge for all
- Clear explanation
- Explicit modelling
- Deliberate practice
- Responsive feedback
- Effective questioning

These principles ensure depth, clarity and high expectations across the school.

13. Roles and Responsibilities

Maths Subject Leader

Leads curriculum development, monitors standards and supports staff development.

Class Teachers

Deliver high-quality lessons and maintain high expectations for all pupils.

Senior Leadership Team

Ensure alignment with whole-school priorities and monitor impact.