



Maths Strategy

Review Date	Reviewer	Approved By	Date Approved	Implementation Date
Summer Term 2023	Mrs N Hair	Trust Board	July 2023	July 2023
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Changes to this Policy		
Issue No:	Date	Description
1	July 2023	New Policy

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1. Rationale

Balmoral Learning Trust has a clear vision, which it applies to everything it does; its purpose is to create **opportunity** through **collaboration**. Celebrating the prospects and the potential that can be found in our **community**.

All schools' maths curriculum will follow the Purpose of Study as laid out by the National Curriculum 2014 and EYFS framework 2022.

2. Intent

To become fluent in the fundamentals of mathematics, be able to reason mathematically and be able to problem solve by applying their mathematical knowledge.

We are ambitious and expect all of our pupils to understand that maths is a vital skill needed for their future success in life. Our schools will ensure that maths is taught across relevant subjects and brought to life fostering a love of learning mathematics and engaging all children.

We will build our maths curriculum using the most up to date research and recommendations from the EEF, local maths hub, maths organisations and recent publications such as Ofsted review on Mathematics (May 2021). They will actively engage with new further research that becomes available.

Each year, a dedicated budget will be in place to ensure high quality CPD and resources.

3. Implementation

Each school will use an accredited scheme with high quality visual representations that support the teaching of mathematics. This will support staff to follow an agreed long term plan, medium term plan and then allowing learning to be broken down into small sequenced steps allowing children to build upon their prior learning.

Other material will be used to support learning to ensure that children have a wide and varied maths curriculum and that maths is taught across the curriculum and across different domains.

Classroom environments should reflect a highly engaging maths curriculum with the relevant resources and equipment.

A mastery approach will be followed by all schools and children should become proficient in core knowledge which can be recalled with speed and accuracy. These should be practised and rehearsed regularly to support automaticity and to avoid cognitive overload in the working memory.

Precise mathematical language should be taught and used consistently and progressively across the school to enable children to communicate their reasoning and to support the explicit teaching of problem solving.

Responsive teaching will be a part of all maths lessons. It will involve a variety of methods such as: live marking, discussions, questioning, peer marking, self assessments, low stakes quizzes, retrieval practice and many more and will address misconceptions at the point of learning.

Schools will work collaboratively with each other to plan number projects across the trust. Individual schools will ensure that maths is brought to life and plan for exciting events across the year where children can apply their mathematical learning.

4. Impact

We want to ensure that children learn more and remember more. Assessment is an integral part of the curriculum with ongoing formative assessment informing next steps and planning and formal summative assessments in place across all trust schools.

- ❖ Pupils' outcomes at statutory assessments will be above National expectations
- ❖ Children understand the relevance and importance of what they are learning in relation to real world concepts.
- ❖ Children have a positive view of maths due to learning in an environment where maths is promoted as being an exciting and enjoyable subject in which they can investigate and ask questions.
- ❖ Children will know that maths is a vital skill that they will rely on in many areas of their daily life.
- ❖ Our maths curriculum will support other areas of the curriculum such as science and geography.
- ❖ Children will have good mental discipline and mental rigour and be able to make connections between different domains
- ❖ Children will know what they can do and what they need to work on and take ownership of their own learning