



GLC All Different: All Equal
Together, Improving Upon Our Best

GLC MATHS HANDBOOK 2026-2027



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Key Documents

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GLC Maths Policy [Primary]

This policy was published for consultation on:	Summer 2026
This Policy was ratified by the Board of Directors on :	Summer 2026
This Policy will be reviewed by the GLC Board on :	Summer 2027

GLC Mission Statement

The GLC's mission is to develop active and thriving citizens within a diverse, truly fair and equal community. This will be achieved through:

- High quality teaching that deliberately develops the competencies of curiosity, creativity, communication and critical-thinking;
- An inspiring and meaningful curriculum;
- The development of productive relationships by instilling the values of compassion, resilience, responsibility and aspiration to prepare our young people for learning and life;
- A commitment to the wellbeing of our staff;
- A culture of professional generosity, collaboration, challenge and support throughout the GLC;
- The development of effective external partnerships for the benefit and wellbeing of our community.

The Gateway Learning Community Trust comprises the Gateway Academy, Herringham Primary Academy, Lansdowne Primary Academy, the Gateway Primary Free School and Tilbury Pioneer Academy. For the purposes of this document each will be referred to as an 'Academy'.

Equalities Statement

The GLC is committed to ensuring equality of provision for all. Equality is enshrined in our mission statement. Additionally, our wider vision for community equality is outlined in the GLC Community Vision Statement:

The GLC: all different and all equal

Imagine the GLC ... A thriving and prosperous place where all are equal and where every one of all ages matter. It is expected in each GLC academy, that all people are treated fairly, equality of opportunity and good relations are expected and individual different characteristics including age, ethnicity, academic ability, disability, gender, religious beliefs, sexual orientation are not discriminated against in any way. We will create environments where people are not fearful of others, and where individual differences or family circumstances don't act as a barrier to success.

THE GLC MATHEMATICS POLICY

Introduction

1. The GLC's mission is to develop all pupils as high achieving, resilient, healthy, aspirational, caring and fulfilled members of society.

We expect that through the strict adherence to this Policy:

- The quality of the teaching of mathematics will enable each GLC academy to achieve its annual pupil outcome targets [see current GLC Development Plan];
- The achievement gaps for particular groups of pupils [particularly disadvantaged and SEND] will reduce and eventually close;
- The GLC will achieve year-on-year improvement in attainment for all pupils.

2. The GLC Mathematics Policy:

- Identifies how mathematics will be assessed.
- Recognises the role of all adults in modelling positive attitudes towards mathematics.
- Recognises the importance of the support of parents and carers.

3. The GLC expects that the planning for individual lessons and wider units of work adheres to the agreed mathematics curriculum [to achieve the same learning across each of the GLC primary academies].

Teachers are welcome to use and adapt existing lesson plans that have been saved in the Google Drive but teachers are encouraged to use their own experiences and creativity to create new plans to meet the needs of their pupils. Teachers are supported by a Mathematics Leader in their own school and the GLC Mathematics Lead.

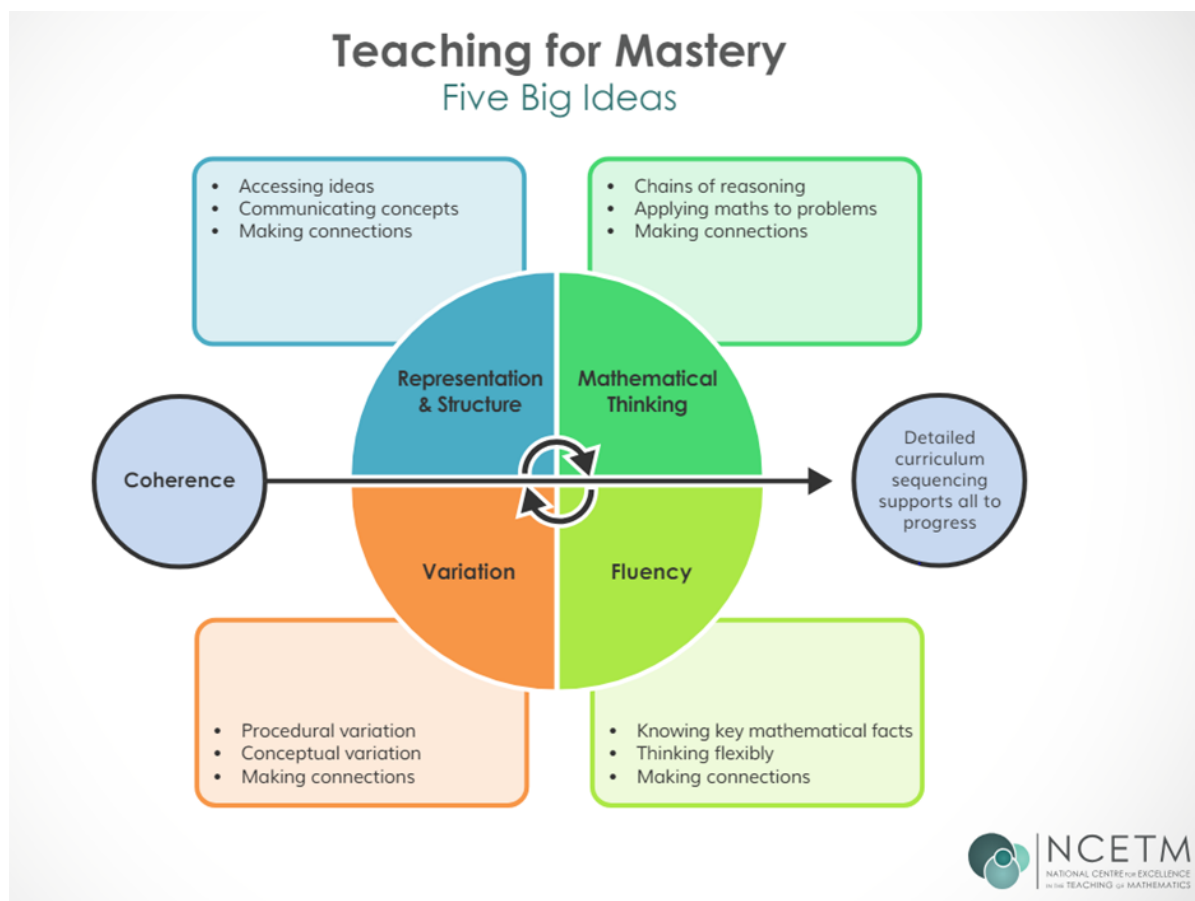
4. **Equal opportunities**

All pupils have equal access to all aspects of the mathematics curriculum. This is monitored by analysing pupil performance throughout the school to ensure that there is no disparity between groups.

Appropriate support is provided as necessary to ensure that all pupils can access the curriculum. Pupils with SEN related to mathematical development will be supported by the classroom teacher, SENDCo and subject leader. The GLC mathematics provision map outlines appropriate intervention programmes and materials to closely match additional provision to pupils' needs. Additional provision ensures that pupils on SEN support achieve their short-term goals and long-term objectives; through planning manageable steps to meet them. Effective use is made of pre-teaching of vocabulary, skills and strategies to enable pupils with EAL and SEN to feel successful.

Our philosophy is that all pupils can achieve highly and succeed in mathematics

"The 2014 National Curriculum for Mathematics has been designed to raise standards in mathematics with the aim that the large majority of pupils will achieve mastery of this subject."



Purpose of study as detailed in the National Curriculum:

Mathematics is a creative and highly interconnected discipline that has been developed over centuries providing the solution to some of history's most intriguing problems. It is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment. A high-quality mathematics education therefore provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject.

Aims as detailed in the National Curriculum:

- Pupils become **fluent 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.
- Pupils **reason mathematically** by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language.
- Pupils can **solve problems** by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

INTENT

Mathematics is an essential life skill which provides students with a foundation for understanding number, reasoning, logical thinking and allows them to apply these skills to problem-solving creating a sense of curiosity about the subject both within and beyond the classroom.

With the overarching National Curriculum aims at the core of our practice, the intent of mathematics teaching at The GLC is for pupils to:

- Have access to a high-quality maths provision that excites, challenges and requires deep thinking through contextual variation of task.
- Have a positive attitude to maths and the confidence and resilience to take risks and persist.
- Make rich connections across the areas of maths and use their knowledge across other subjects in the curriculum.
- Have a secure sense of number and where it fits into the number system.
- Know by heart number facts such as number bonds, multiplication and division facts relative to age-related expectations.
- Use what they know by heart, to derive new facts and apply them to calculations.
- Use what they know to make reasonable estimations refining answers accordingly.
- Calculate accurately with efficiency, knowing when a mental strategy, jottings or a formal written method is appropriate.
- Have a secure understanding and be able to apply a wide range of mental calculation strategies for the four operations relative to their developmental stage and age-related expectations.
- Have a secure understanding and be able to apply efficient formal written methods relative to their developmental stage and age-related expectations.
- Discuss and reason in maths applying logical and critical thinking to a range of mathematical concepts.
- Efficiently and effectively apply their knowledge to a range of single and multiple-concept problems.
- Communicate mathematically using the correct vocabulary and pictures and diagrams to explain their thinking where appropriate.
- Suggest suitable units of measuring and make sensible estimates in measurements.
- Explain and make predictions from the numbers in graphs, diagrams, charts and table.
- Develop spatial awareness and an understanding of the properties of 2D and 3D shapes.
- Write numerals and mathematical symbols accurately and present work in line with the maths presentation policy.
- Be well supported to close gaps in learning where they exist during whole class and targeted intervention.
- Be well-supported by parents who have the ability to do so.

IMPLEMENTATION

The Long-Term Plan [LTP] for mathematics is designed to support a Teaching for Mastery [TfM] approach to teaching and learning to achieve the aims and objectives of the National Curriculum and The GLC's intent.

Our approach:

White Rose and Power Maths are our core schemes of work for EYFS to Year 6. Based on a proven concrete pictorial-abstract approach, it encourages pupils to explore mathematics using pictorial representations and manipulatives in order to understand and explain mathematical concepts.

Key questions informing our approach to mathematics. How do we strategically lead and evaluate the impact of mathematics in The GLC?

- Each academy has a designated mathematics leader responsible for the quality of education and full implementations of the mathematics Policy.
- Leaders maintain an accurate understanding of the effectiveness of mathematics teaching through rigorous monitoring and evaluation of teaching and pupil outcomes.
- Leaders use information gathered through monitoring and evaluation to inform universal and targeted professional development and teaching and learning support.
- Leaders are required to write a ½ termly evaluation of their impact informing the academy's self-evaluation and to present this to the Trust leadership team and governors as part of progress boards.
- Leaders work collaboratively across the Trust to develop policy, debate key approaches informed by research and moderate pupil outcomes.

What is mastery and how do we implement this approach?

- In our mastery curriculum, a significant majority of pupils progress through units of work at the same pace, with progress based on pupils' understanding and readiness to move on to the next stage.
- Pupils who grasp concepts quickly are challenged through carefully planned activities which add depth to learning.
- Pupils who are not fluent in concepts consolidate their understanding through targeted interventions.

Venn Essex Maths Hub

The aim of the Maths hub is to ensure that all pupils, teachers and leaders have access to support, training, and innovation that will improve the enjoyment and achievement of mathematics, from **Early Years through to the post 16 sector**.

The Maths Hubs programme is funded by the Department for Education (DFE) and led by the **NCETM (National Centre for Excellence in the Teaching of Mathematics)**.

The Maths Hub Programme brings together mathematics education professionals in a collaborative national network of 40 hubs, each locally led by an outstanding school or college, to develop and spread excellent practice, for the benefit of all pupils and students. Our Local Hub is the Venn Essex Maths Hub and is located at St Thomas More's Primary School, Priory street, Colchester CO1, 2QB.

What is a Maths Hub?

Each Maths Hub is made up of a partnership of schools, colleges and other organisations working together to provide support for maths teaching in a particular region of England.

A hub's work takes many forms and includes face-to-face CPD and online support. Every hub runs several projects each year which enable teachers and teaching assistants to work collaboratively with the support of Local Leaders of Maths Education (LLMEs).

What opportunities does a Maths Hub provide?

All hubs encourage schools in the areas they serve to get in touch to find out more about the CPD and other activities they offer. Each year, there are projects that are available nationwide through Work Groups in every hub. Some Work Groups are unique to particular hubs. Hubs also run conferences, exchanges, network meetings and other opportunities for professional collaboration.

Securing Foundational Knowledge and skills

Foundational knowledge and skills — number facts, times tables, place value, core written and mental methods — form the building blocks on which all later mathematical learning depends. Where these are not secured early, gaps compound: pupils who have not mastered basic mental arithmetic, including rapid recall of number facts, are consistently found to struggle with more demanding mathematics later in their schooling as pupils who don't master basic mental arithmetic and quick recall of times tables may well have difficulty with more challenging maths later in school. This is why early, systematic attention to the basics is treated as a priority rather than an optional extra: mathematical understanding helps children make sense of the world around them from an early age, so it is crucial that schools start early and ensure every child accesses high-quality mathematics teaching from the outset.

Number Basics and Mastering Number

Reception and Year 1 follow the Mastering Number Programme

Mastering Number is an NCETM (National Centre for Excellence in the Teaching of Mathematics) programme designed to secure firm foundations in number sense for pupils in Reception and KS1 (extending now into Year 2/3 in some settings).

Key features:

- Daily, short sessions (10–15 minutes) focused on developing fluency and flexibility with number, rather than long, separate maths lessons.
- Subitising — recognising small quantities instantly without counting — is a central focus, building automaticity with number facts.
- Strong emphasis on number bonds, counting principles, and place value, using consistent representations (e.g. tens frames, Rekenreks/number rods) so pupils build secure mental images.
- Aims to ensure pupils leave KS1 with instant recall of number facts and strong number sense, reducing the need for inefficient counting strategies later on
- Designed to be taught whole-class, with all pupils accessing the same content and representations, supporting consistency across a cohort.

In Year 1, 25 minutes are dedicated to these skills in a session which we have named 'Number Basics'.

This session is taught daily with a focus on:

Number Basics Format:

1. Counting (mapped out on Mental Strategies Progression Document)
2. Number Bonds Slide (linked to boundary document)
3. Mastering Number Programme

Maths (do now starter):

1. Foundational Skills- number formation (start of maths lesson) 2 minutes
2. Fluent in Three (from Spring 2) Five (from Summer 1) 5 minutes
 1. Counting
 2. More than/less than
 3. Addition
 4. Subtraction
 5. Bonds

In Year 2-6, 25 minutes are dedicated to these skills in a session which we have named 'Number Basics'.

This session is taught daily with a focus on:

- Counting
- Developing number sense and fluency (Number Bond and Times Table focus).
- Securing mental strategies
- Revisiting prior knowledge (Maintenance Keeping it on the Boil).
- Explicitly teaching mental and written calculation strategies linked to gaps in learning identified from QLA analysis (Targeted Objective).
- Maintaining previously taught skills and knowledge with speed and accuracy (Fluent in 5).

Maths on a Page [MOAP]

Formative assessment plays a key role in ensuring pupils secure the age-related expectations for instant recall of number facts. Each half term, pupils take an arithmetic test, and Maths on a Page is used to plan for Number Basics, created by critically analysing the Question Level Analysis (QLA) from each test to identify gaps in arithmetic. Maths on a Page should be revisited promptly after analysis of each testing cycle. You should not wait until the end of the half term to make changes.

This planning needs to:

- Ensure delivery secures mental strategies.
- Incorporate counting and spotting patterns and relationships.
- Be adapted frequently based on analysis of the pre- and post-block assessments.

How to plan for Number Basics: MATHS ON A PAGE:

 **Number Basics guidance for new staff 26-27.pptx**

Number Formation

Pupils should be explicitly taught to read, write and say numbers. Numeral formation should be taught during normal handwriting lessons, where they fit the pattern being taught or as independent entities where they don't conform to normal handwriting patterns:



Pupils need to know that they are writing numerals (also called digits) and that combining these we can make 2 digit and 3 digit numbers; in the same way as we teach pupils to write letters which make words.

G:\Shared drives\GLC Central Folder\2023-2024\Maths\2. Maths Resources\16. Number Formation

Foundational Knowledge- Year Group Expectations

Foundational knowledge is carefully sequenced within a year and across years from Nursery to Year 6, to ensure that children meet the end of key stage milestones. The following document shows the progression knowledge and skills of the following:

- Declarative and procedural knowledge
- Number facts fluency and instant recall
- Mental facts and methods

Foundational knowledge and skills Progression Map:

 Foundational Knowledge and Skills for Maths

Number Facts Fluency and Instant Recall Expectations

The National Curriculum specifies that pupils should be taught to recall the multiplication tables up to and

including 12×12 by the end of year 4.

The table below sets out the number facts pupils must secure in each year group, and the point by which they should be secured. It identifies where catch-up may be needed if these expectations are not met.

Maths Leaders in each school are responsible for implementing the Catch-up Plan, identifying pupils who are falling behind and taking timely action.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	ELG: Subitise (recognise quantities without counting) up to 5.	ELG: Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity	ELG: Verbally count beyond 20, recognising the pattern of the counting system	ELG: Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.	ELG: Have a deep understanding of number to 10, including the composition of each number	ELG: Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.
Year 1	3, 4, 5	6, 7, 8	9, 10, 11	12, 13, 14	15, 16, 17	18, 19, 20
	Number challenge to be caught up in interventions/ALPs					
Year 2	15, 16, 17	18, 19, 20	10	5	2	Bronze
	Number bonds to be caught up in alternative provision and interventions/ALPs					
Year 3	3	6	4	8	8	Silver
Year 4	11	9	7	12	12	Gold
Year 5	All mixed to 12	All mixed to 12	Gold	Platinum	White	Yellow
	Targeted interventions/ALPs to catch up chn on mult. only					
Year 6	Yellow	Orange	Green	Green	Blue	Blue
Accelerated (E/A)					Red	Black

Assessment and Tracking of Number Fact Fluency and Instant Recall

The Early Years Number Challenge

Pupils start at level 1 and are tested fortnightly. If they do not achieve a level they will retest that same level the following week. If they do achieve a level, they will be awarded a sticker to put on the number challenge poster. This is also celebrated on Dojo with a photo of the pupils that achieved a level so all families can see. Then the following week they are tested on the next level. A certificate will be awarded to the pupil once they have achieved all the levels as they become our "Reception Number Ninja".

- ❖ Level 1: Subitise up to 5.
- ❖ Level 2: Count to 10
- ❖ Level 3: Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
- ❖ Level 4: Verbally count beyond 20
- ❖ Level 5: Automatically recall number bonds up to 5
- ❖ Level 6: Recognise odd and even numbers to 5
- ❖ Level 7: Recognise odd and even numbers to 10
- ❖ Level 8: Recognise doubles up to double 5
- ❖ Level 9: Have a deep understanding of the composition of numbers to 10
- ❖ Level 10: Automatically recall at least four number bonds up to 10

Years 1 and 2 Number Bonds

Number Bonds

A defined set of addition and subtraction facts builds the basis of all additive calculation, just as times tables are the building blocks for all multiplicative calculation. Fluency in basic facts allows children to tackle more complex maths more effectively, as children use less working memory and can focus on solving the actual problem. Children must be taught strategies to solve these facts. Most children aren't fluent in facts but fluent in strategy, particularly those that bridge ten. If they aren't explicitly taught to these strategies, then many children will get stuck on inefficient counting based approaches.

Teaching progression has been mapped to identify when every individual fact was being taught.

Year 1 should teach strategies for facts within 10 (steps 1 – 7) and in year 2, the bridging ten facts (steps 8 – 11).

1. Adding 1 (e.g. $7 + 1$ and $1 + 7$)
2. Doubles and near double of numbers to 5 (e.g. $3 + 3$, $4 + 5$, $5 + 4$)
3. Adding 2 (e.g. $4 + 2$ and $2 + 4$)
4. Number bonds to 10 (e.g. $8 + 2$ and $2 + 8$)
5. Adding 0 to a number (e.g. $3 + 0$ and $0 + 3$)
6. Adding 10 to a number (e.g. $5 + 10$ and $10 + 5$)
7. The ones without a family $5 + 3$, $3 + 5$, $6 + 3$, $3 + 6$ (these pairs of facts are the only ones which don't fit in any of the other families, though the last two can be related to counting in 3s)
8. Doubles of numbers to 10 (e.g. $7 + 7$)
9. Near doubles (e.g. $5 + 6$ and $6 + 5$) *Note that these 3 strategies can often be used interchangeably, e.g. for $8 + 9$, some people will use near doubles (e.g. $8 + 8 + 1$), some will use bridging (e.g. $8 + 2 + 7$) and some will use compensating ($8 + 10 - 2$)*
10. Bridging (e.g. $8 + 4$ and $4 + 8$)
11. Compensating

Years 3-6

Times Table Testing

Pupils in Years 3–6 are tested on their times tables weekly. This is a timed online test using the programme Maths Mania. Testing alone will not ensure all pupils make progress. It is the responsibility of the class teacher to analyse testing data, share it with pupils to ensure they are aware of their mistakes, inform parents of progress, and upload test scores onto the SIMs markbook by the end of each half term. Testing data is shared with parents in a report at the end of each half term.

Maths Mania Guidance:  Maths Mania Help guides.pdf

Year 4 Multiplication Times Table Check 'The MTC'

Overview:

- It is an on-screen check consisting of 25 times table questions.
- Children will be able to answer 3 practice questions before taking the actual check.
- They will then have 6 seconds to answer each question.
- On average, the check should take no longer than 5 minutes to complete.
- Questions about the 6, 7, 8, 9, and 12 times table come up more often.

What if a child cannot access the check?

- There are several access arrangements available for the check, these can be used to support pupils with specific needs.
- The check has been designed so that it is inclusive and accessible to as many children as possible, including those with special educational needs or disability (SEND) or English as an additional language (EAL). However, there may be some circumstances in which it will not be appropriate for a pupil to take the check, even when using suitable access arrangements. If you have any concerns about a child accessing the check, you should discuss this with your headteacher.

The data from the times tables checks is:

- Used by schools to provide additional support to pupils who require it.
- Available to Ofsted via the Analyse School Performance (ASP) data system.
- Reported on by the Department for Education (DfE) to track standards over time.
- Used by the DfE to provide schools with the ability to benchmark the performance of their pupils.

There is no official 'pass mark' for the Multiplication Times Table Check but each school has their own personalised target which is important to aim for as school level results are available to selected users including Ofsted for standards benchmarking. Results are also published at national and local authority level which all means that school's results need to be in line with (or better than) local and national averages.

MTC Boundary

Threshold Scores

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
% of pupils achieved threshold	10	15	20	23	25	Actual MTC 25

Current Practice

- The SIMs Marksheet should be completed at the end of every half term.
- Data should be compared against the boundary document [as above] then all schools to identify pupils who didn't meet the boundary. Interventions and ALPS should be put in place for these pupils.
- The CEO report should be completed at the end of every half term to indicate current data.
- Pupils to be made aware of their target and current attainment.
- A thorough plan should be put in place as to which pupils will be completing the tests and when and how this will be facilitated. Ensuring that the entire assessment window is used and persistently absent children are targeted at the beginning of the assessment window.
- Pupils are to practice the MTCs using UrBrainy practice every week. This should be NO ENTER practice. Children do not hit enter instead they check their answer during the 6 second window.
- Phase leads should send out the DFE document 'Multiplication Test Check Information' for Parents in Autumn 1 and parental engagement should be sustained across the year, including having regular conversations with parents for targeted and key marginals children. Then targets, current attainment and boundaries should be reinforced during parents evening.
<https://www.gov.uk/government/publications/multiplication-tables-check-information-for-parents>
- Half- termly report which includes times tables data should be sent to parents when available.
- Pupil successes should be celebrated every week using the times table stickers.

Pupils Exceeding Expectations

Once a pupil has completed all number fact challenges for their year group, they consolidate their learning with the 'Beyond' testing in the table below. It is the responsibility of the class teacher to analyse testing data, share it with pupils to ensure they are aware of their mistakes, inform parents of progress, and upload test scores onto the SIMs markbook by the end of each half term. Testing data is shared with parents in a report at the end of each half term.

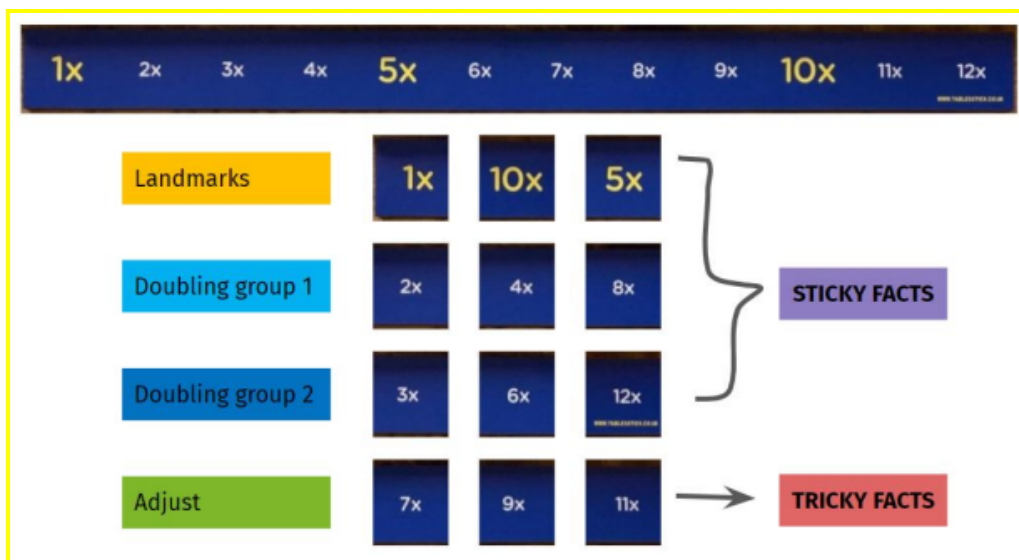
Beyond Number Bonds	1) Mixed Addition within 10 2) Mixed Subtraction within 10 3) Mixed Addition and Subtraction within 10 4) Mixed Addition within 20 5) Mixed Subtraction within 20 6) Mixed Addition and Subtraction within 20 7) Worded Addition Problems (within 10) 8) Worded Subtraction Problems (within 10) 9) Worded Addition Problems (within 20) 10) Worded Subtraction Problems (within 20)
Multiplication up to 12X12	
Multiplication and Division up to x12	

Ninja Belts		White belt — mixed x12 multiplication and division questions Yellow belt — using and applying known facts (place value, decimals) <i>e.g. 10 x 4 = 40 so 10 x 40</i> Orange belt — mixed tables multiplying and dividing by 10 100 & 1000 including decimals Green belt — unit fractions of an amount, key percentages, decimal fractions of an amount Blue belt — non-unit fractions of an amount, percentage and decimal fractions of an amount Red belt — as above Black belt — mixed worded problems		
Beyond Ninjas				
Jewel Collector Challenge	x25	x15	Emerald — mixed x25 and x15 multiplication and division questions	
	x16	x14	x18	Sapphire — mixed x16, x14 and x18 multiplication and division questions
	x19	x13	x17	Ruby — mixed x19, x13 and x17 multiplication and division questions
	Diamond — mixed multiplication and division questions up to x19 and including x25			
Out of this World Challenge	Mercury — multiplying by partitioning up to 12 x 12			
	Venus — multiplying by partitioning beyond			
	Earth — multiplying by factorising up to 12 x 12			
	Mars — multiplying by factorising beyond			
	Jupiter — multiplying by factorising up to 12 x 12			
	Saturn — multiplying by factorising beyond			
	Uranus — multiplying using known facts up to 12 x 12			
	Neptune — multiplying using known facts beyond			

TableSticks

At the GLC, we use TableSticks as our approach to teaching times table facts. Tables Stick brings together carefully designed classroom resources, a strategy-based mastery approach and high-quality professional development to support effective times tables teaching.

It helps teachers develop children's understanding by making multiplication patterns, relationships and connections visible. Through a structured approach, children build on what they already know, develop efficient strategies and gradually secure both understanding and fluency.



How Tables Stick Works [P Table sticks homework & ALPS.pptx](#) [Tables Stick](#)

Mental Strategies

Understanding mental strategies is an essential mathematical skill. By explicitly teaching these strategies, pupils can solve problems quickly and accurately without always relying on written calculations. This builds confidence and strengthens pupils' overall problem-solving skills. Teachers introduce a range of mental strategies — such as compensation, rounding and adjusting, and bridging through 10 — to make calculations easier and more efficient. Explicit teaching of these strategies leads to improved fluency and efficiency across mathematics.

Mental strategies are taught explicitly every day during the Number Basics session. The strategy in focus each week is set out in the long-term map and supported by the progression document and is added to the Maths on a Page.

In the first session of the week, [usually on a Monday] the session is used to explicitly teach the strategy in focus, following an 'I do, you do, we do' approach. The strategy is then revisited during the Number Basics session on Tuesday, Wednesday, Thursday and Friday.

As part of the White Rose Maths 3.0 planning process, mental strategy planning will be incorporated into the main maths lesson where it best fits, and reflected in the medium-term plan (MTP).

Long Term Map: [LTP and Mathematical Strategies Progression Document 26-27](#)

PPT MASTER: [Mental strategy format](#)

- [Good Examples of Mental strategy planning to share with staff - Spring 2](#)
- [Mental strategy guidance - Summer 1](#)

Written Strategies

Written strategies are outlined in the Calculation Policy. They are organised according to age stage expectations as set out in the National Curriculum 2014 and the method(s) shown for each year group should be modelled to the vast majority of pupils. However, it is vital that pupils are taught according to the pathway that they are currently working at and are shown to have 'mastered' a pathway before moving on to the next one.

Choosing a Calculation Method

Pupils should be taught to consider the most efficient method for a calculation. Before opting for a written method, they should first ask themselves:

- Can I do this in my head?

- Could I do this in my head using jottings or drawings?
- Would a mental strategy (e.g. rounding, compensation, bridging through 10) make this easier?
- Do I need a written method to solve this reliably and efficiently?

Consistency matters: pupils should use the methods in the Calculation Policy, not a different method they happen to know, so that every year group builds on the same approach.

The Calculation Policy:  Calculation policy - mental jottings and written strategies 2026.pptx

How are mathematics lessons planned for?

The long-term map:

- Has number at their heart. A large proportion of time is spent reinforcing number to build competency.
- Ensures teachers secure the year group objectives and support the ideal of depth by variation of task before breadth.
- Ensures students have the opportunity to stay together as they work through the schemes as a whole group.
- Provides regular opportunities to build reasoning and problem-solving elements into the curriculum.

The units which are set out in the long-term map are progressive. Teachers use these to plan a unit of work. They use the White Rose and Power Maths resources to secure an understanding of the unit and to select activities that will enable pupils to secure the objectives and skills identified. They will also use gap analysis effectively to identify gaps in learning for individuals, groups and classes.

Teachers are responsible for planning the units they will cover each half term. Each unit will follow the GLC approach to teaching mathematics.

The unit plan will include:

- The unit in focus
- Learning objectives (Small steps)
- National Curriculum objectives
- White Rose, Power Maths and NCETM resources
- Representations and structures
- Key vocabulary
- Assessment and probing questions
- Stem sentences
- Generalisations

At each stage of the lesson clear timescales and the amount of work to be completed must be given to ensure pupils are able to work quickly and efficiently and develop resilience.

Exemplification materials will be used to ensure appropriate pitch and challenge.

What makes a good Maths lesson?

Create Culture & Secure Attention

- Pupils are taught through whole-class interactive teaching, with established routines and active listening routines securing 100% attention, enabling all to master the concepts necessary for the next part of the curriculum sequence.

Optimise Communication

- The teacher leads back-and-forth interaction — questioning, short tasks, explanation, demonstration and modelling as a scaffold — enabling pupils to think, reason and apply their knowledge to solve problems.
- Clear, memorable explanations and precise mathematical language enable all pupils to communicate their reasoning and thinking effectively. Choral response is one strategy that should be used.
- In Key Stage 2, pupils will copy and highlight key vocabulary and definitions in their books using the 'stop and jot' strategy.

Drive Thought

- Accountable questioning checks pupils' understanding every minute; if a pupil fails to grasp a concept or procedure, this is identified quickly. Show me boards is one strategy that should be used.
- Significant time is spent developing a deep understanding of the key ideas that underpin future learning.
- Pupils engage deeply with problems by explaining relationships, making connections, justifying their methods, and communicating their reasoning using a variety of representations.
- Reasoning and problem-solving are not isolated skills but are instead the ultimate application of all three types of knowledge (procedural – knowing how to perform a sequence of steps; declarative – knowing the facts; and conditional – knowing when or why). Pupils don't just "do" problems; well-planned, multi-concept problems are used to deepen understanding of a concept.
- Strategies for reasoning and problem-solving are explicitly taught.
- Pupils experience 'challenge time' where they explore, make conjectures and hypotheses.

Gather & Give Feedback

- Success criteria and key moments for checking understanding are planned in advance, so whole-class and individual feedback is precise and actionable, re-teaching and re-checking to address gaps in understanding systematically and prevent pupils falling behind.

Ensure Consolidation

- Retrieval quizzes revisit prior content and repeat tricky concepts, securing long-term retention.

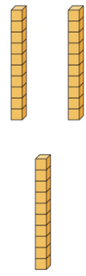
This is inclusive by design, incorporating explicit instruction, cognitive and metacognitive strategies, and scaffolding to support all pupils, including those with SEND and wider vulnerabilities.

"Communication is necessary for students developing their mathematical reasoning: purposeful talk can be part of that." (NCETM, "Reasoning through Talk" guide, based on Ofsted findings).

How do we plan to enable pupils to secure depth to their learning? (Depth, not breadth)

- There is a focus on deepening pupil's learning, as opposed to moving on to new content or objectives from the next year.
- An example of 'going deeper' through task variation can be seen in this example:

Year 2 Objective
Add a two-digit number

Tens	Ones
	
3	5

$$\text{Yellow Circle} \star + \star 9 = 82$$

$$\triangle 9 + \triangle \diamond = 9 \triangle$$

$$\text{Yellow Circle} = \underline{\quad} \star = \underline{\quad} \triangle = \underline{\quad} \diamond = \underline{\quad}$$

	97	
		45
32		

How do we develop procedural and conceptual understanding in tandem?

Procedural variation is used to support pupils' deeper understanding of a mathematical procedure or process. This might be to compare the same procedure used to calculate two different sets of numbers. By asking the pupils to compare two successive procedures where the first is linked to a second. Pupils observe relationships and structures of the procedure (**what stays the same and what changes?**) leading to generalising about the procedure.

Conceptual variation means the opportunity to work on different representations of the same mathematical idea. This might be for instance looking at multiple representations of the number 54 with Dienes, PV counters, arrow cards, 100 square etc. These multiple representations will 'showcase' to pupils the different conceptual ideas that underpin a mathematical idea. For example, in the context of place value, some will reveal the quantity/ value of a digit, some will reveal the importance of position of a digit, others will support the order of the number and some will reveal the additive or multiplicative nature of place value. Conceptual variation can also relate to the same mathematical idea but a different problem.

Concrete – Pictorial – Abstract

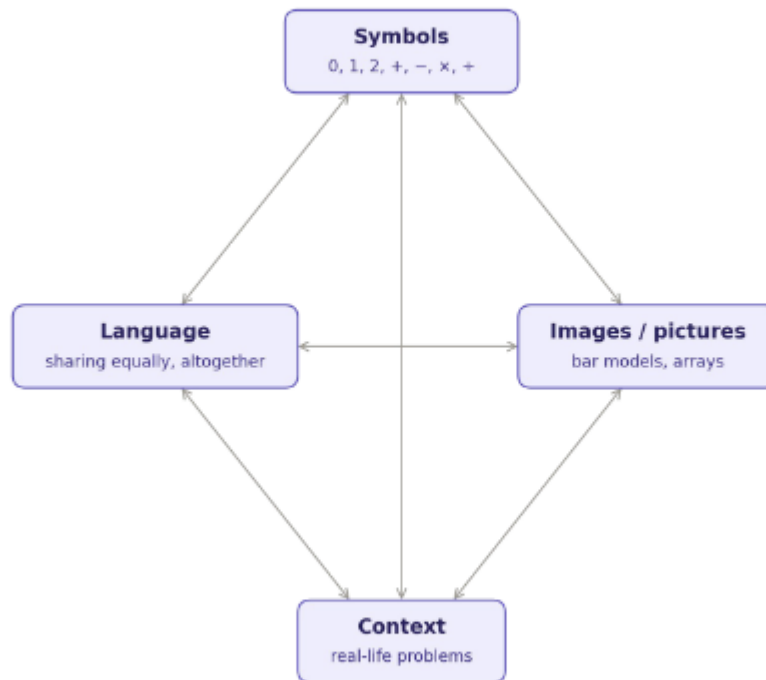
The Gateway Learning Community believe that all pupils, when introduced to a key new concept, should have the opportunity to build competency in this topic by taking this approach. This approach is not linear and the abstract stage should be written alongside the concrete and pictorial stages in order to build a deeper understanding.

- **Concrete** – pupils should have the opportunity to explore and investigate all concepts using concrete objects and manipulatives to help them understand what they are doing.
- **Pictorial** – pupils should then build on this concrete approach by using pictorial representations. These representations can then be used to reason and solve problems.
- **Abstract** – with the foundations firmly laid, pupils should be able to move to an abstract approach using numbers and key concepts with confidence.

Effective learning takes place when the learner makes cognitive connections'
(Haylock and Cockburn; 1989)

The Connections Model

Haylock and Cockburn's model of mathematical understanding



Understanding is built by making connections between symbols, language, images/pictures and context — not by working through them in isolation.

How do we support pupils to use the correct vocabulary and to reasoning mathematically?

At the GLC, we have devised an agreed bank of vocabulary using the NCETM glossary. It is crucial that pupils are taught vocabulary that progresses year on year and always carries the same definition. In every lesson:

- Pupils are supported to communicate their mathematical thinking to become confident, creative mathematical thinkers, developing mathematical 'habits of mind' as first described by Cuoco, Goldenbury and Mark (1996) (Appendix 2).
- Pupils are expected to communicate their ideas and reason about maths using stem sentences and key mathematical vocabulary.

The Vocabulary Index: 0. Vocabulary Index

Stem sentences

This technique gives pupils the opportunity to respond in the form of a complete sentence to effectively communicate. Stem sentences provide scaffolding to help students reason and get them speaking or writing about the maths without the added pressure of thinking about how to correctly formulate a response. Stem sentences should be clearly identifiable in each lesson and typed on the SMART boards in blue ink. This will make it easily identifiable and distinctly different from the assessment and probing questions.

Stem sentences

- The ____ represents ____ . The value of ____ is ____
- If ____ is a part and ____ is a part, the whole is ____
- What is the value of ____ in the number ____
- We can partition this number into ____, ____ and ____ I know that ____ is more/less/equal to ____ because ____
- I know that ____ is larger/smaller/equal to ____ because ____.
- I know that ____ is bigger than ____ because ____ I estimate that the answer will be larger than ____ because ____.

Working Walls

How do working walls act as the 'third teacher' supporting learning?

At the beginning of each unit of work a working wall will begin to be constructed and will continue to be co-constructed with the pupils over the course of a unit of work. (Appendix 3)

The content on the maths working wall is organised under four of the Teaching for Mastery: Five Big Ideas

Mathematical Thinking

Vocabulary

- Vocabulary strips to be used and colours to match the word classes in English and all other areas of the curriculum.
- Display the word or words you will teach and expect them to use for that lesson, with the definition or next to an example.
- Add and remove vocabulary when and where appropriate- long, exhaustive list of words that the pupils no longer need are unnecessary.

Stem Sentences

- Stem sentences are used to reinforce the learning and should be put in the most appropriate section of your working wall.
- They should be recorded in blue pen

Fluency

Display the step by step strategy that pupils need to successful

- **Describing** – articulating observations about numbers, patterns or relationships.
- **Explaining** – can pupils explain why an answer is incorrect? For example, why is $\frac{1}{4} + \frac{2}{4}$ not $\frac{3}{8}$?
- **Conjecturing** – making predictions and exploring possibilities. For example, if I double the number of apples, will I always get an even number?
- **Generalising** – identifying patterns and forming broader mathematical rules.
- **Justifying** – providing logical reasoning to support an answer or conclusion.
- **Proving** – demonstrating why the maths works through clear reasoning.

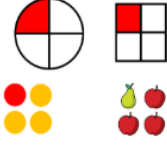
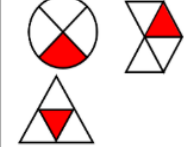
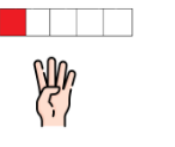
Representation and Structure

The **pictorial and/ concrete representation** which could be:

- A place value chart and counters
- A bar model or cuisenaire rods
- A number line
- A part/whole model and so on...

Variation

Variation influences the way children think about maths by drawing attention to essential structures and relationships within a concept. It is characterised by a carefully constructed small-step journey through learning, where consideration is given to what is kept the same and what changes.

Fluency/Procedural Variation a) $\frac{1}{3} \times 9$ b) $12 \times \frac{1}{4}$ c) $\frac{2}{5}$ of 15	What it is (both standard and non-standard examples) What it is not Standard  Non-standard  What it is not 
Conceptual Variation - Contextual Problem Sarah has a recipe that requires $\frac{4}{3}$ of a cup of sugar for one batch of cookies. If she wants to make 5 batches of cookies, how many cups of sugar will she need in total? Show your working.	Reasoning/Problem Solving Variation a) $\frac{1}{2} \times \square = 7$ b) $\square \times \frac{2}{3} = 10$ c) If $\frac{3}{5}$ of a number is 18, what is the number?

Working walls should also include examples of number formation and highlight exemplar presentation in books.

What will learning look like in books?

The pupil's learning journey is recorded in squared books. Each pupil's book will contain:

- A clear layout and presentation (Appendix 5)
- Accurately formed number formation (Appendix 6)
- If pupils are recording learning during a session, a subheading showing: will be written
- Targeted objective and fluent in five will be recorded

Layout and Presentation code

- I will take great pride in all of my work.
- I will use the correct equipment: a sharp pencil or purple pen (editing) and a ruler.
- I will write the short date and LO on the top left of the page and underline it with a ruler, e.g. 1.9.2026. [KS1 will use a sticker]
- Year 5 & 6 will also write the date using Roman Numerals, e.g. LIX.MMXXVI
- All sub-headings will be underlined with a ruler, e.g. Fluent in 5. Fluency. Reasoning. Problem Solving and Challenge.
- Diagrams will be drawn neatly, with a ruler, next to or underneath the question.
- Writing will be neat, on the lines and of the same quality as the writing in my English book.
- One digit or symbol will be written in each square, using the correct formation.
- I will miss a line between calculations.
- Pictorial representations will be neatly stuck in my book.

Maths Book

EXPECTATIONS



GLC Herringham Primary Academy
All Different. All Equal. Together. Improving Upon Our Best.

Y1

I will write the short date at the start of the lesson. There will be one correctly formed digit in each box and I will underline it with a ruler.

5. 9. 2. 0. 2. 4.

I will practise the number of the day, writing one digit per box, focussing on my number formation. I will practise the word in full, with a comma in between each word.

one, one, one, one, one, one, one, one, one

Planning

Order the numbers from the smallest to the greatest

15	43	24		
38	25	41	25	38

Partition the numbers into tens and ones and record the number sentences

17

43

NUMBER FORMATION

123

4

I will practise the number on the number formation sticker with a pencil and write the number in my book 4 times with a purple pen.

Problem Solving

I have 3 packs of 10 sweets and 7 extra.

how many sweets do I have altogether?

30 + 7 = 37

Reasoning

Odd one out

40 + 7 = 47

7 + 40 = 47

70 + 4 = 47

It is the odd one out because 40 is the tens part, 7 is the ones part and the whole is 47.

Challenge

Tiny is thinking of a number. His number has 4 tens and some ones.

What could his number be?

Record the addition sentences

40 + 1 = 41

40 + 2 = 42

40 + 3 = 43

40 + 4 = 44

I always proofread my work for errors and to see if I can make my work even better.

Maths Book

EXPECTATIONS



GLC Herringham Primary Academy
All Different. All Equal. Together. Improving Upon Our Best.

KS1

I will write the short date at the start of the lesson. There will be one correctly formed digit in each box and I will underline it with a ruler.

5. 9. 2. 0. 2. 4.

I will practise the number of the day, writing one digit per box, focussing on my number formation. I will practise the word in full, with a comma in between each word.

one, one, one, one, one, one, one, one, one

Fluent in Five

1. 3 0 ✓

2. 1 3 < 1 7 ✓

3. 6 + 7 = 1 3 ✓

4. 1 2 - 4 = 8 ✓

5. 5 + 7 = 1 2 ✓

6.  circle ✓ circle ✓
I curved side ✓
0 vertices ✓

Planning

How many are there?

Fill in the number lines.

10 11 14

NUMBER FORMATION

123

4

I will practise the number on the number formation sticker with a pencil and write the number in my book 4 times with a purple pen.

Reasoning

True or false?

The 10s frame shows 13.

It is false because there are only 4 counters. The first tens frame does not show 10 as there is only 1 counter.

I always proofread my work for errors and to see if I can make my work even better.

LKS2

Maths Book EXPECTATIONS

GLC Herringham Primary Academy
All Different. All Equal. Together, Improving Upon Our Best

I will write the short date at the start of the lesson. There will be one correctly formed digit in each box and I will underline it with a ruler.

5 . 9 . 2 . 0 . 2 . 4

I will leave a line, written the learning objective in my book and underline it.

10: to represent numbers to 1000 ✓

Fluent in Five

I will write and underline subtitles for each section of the maths lesson.

1. $367 = 300 + 60 + 7$ ✓

I will complete working out to help me solve the question underneath.

$34 + 5 = 39$ ✓

I will number each question. I will write and complete calculations in full. I will leave a line between each question.

2. $3 \times 3 = 9$ ✓

I will write fraction s correctly in my book.

4. $\frac{3}{5} + \frac{1}{5} = \frac{4}{5}$ ✓

I will draw representations neatly to help me solve the questions. Here, I have drawn a bar model using the squared page and a ruler.

5. $12 \div 3 = 4$

6. south ✓

Fluency

1. | | |

2. 206

Where possible, I will write out in full the calculations and answers instead of sticking in a sheet.

I always line up my sheets with the squares in my book when sticking in and make sure they lie flat.

I always stick sheets on the left hand side and leave one line.

How many balloons are there?

100 100 100 10 10 10

430

How many sweets are there?

100 100 10 10 10 10 10 10 10 10 10 10

270

270

If the boxes or space is too small, I will write the answers in my book next to the question.

I always use a sentence stem at the beginning of my reasoning explanation.

Reasoning

I noticed that Ron has mistaken 100 for 10. The number represented is not 19, it is 109. He has also not used placeholders correctly.

Problem Solving

Here are four number cards: 2 3 4 7

Lyle uses each card once to make a four digit number.

Use places:

- 4 in the tens column
- 2 so that it has a higher value than any of the other digits
- The remaining two digits so that 7 has the higher value

Write a digit in each box to show Lyle's number.

2 7 4 3

I always proofread my work for errors and to see if I can make my work even better.

UKS2

Maths Book EXPECTATIONS

GLC Herringham Primary Academy
All Different. All Equal. Together, Improving Upon Our Best

I will write the short date at the start of the lesson. There will be one correctly formed digit in each box and I will underline it with a ruler. I will also write the date in Roman numerals.

5 . 9 . 2 . 0 . 2 . 4

V . I . X . M . M . X . I . V

I will leave a line and will write the learning objective in my book and underline it.

10: to represent numbers to 10,000 ✓

Fluent in Five

I will write and underline subtitles for each section of the maths lesson.

1. $2100 - 10 = 2090$ ✓

2. $461 + 238 = 699$ ✓

I will number each question. I will write and complete calculations in full. I will leave a line between each question.

3. $9 \times 3 = 27$ ✓

I will write fraction s correctly in my book.

4. $\frac{3}{5} + \frac{1}{5} = \frac{4}{5}$ ✓

I will draw representations neatly to help me solve the questions. Here, I have drawn a bar model using the squared page and a ruler.

5. $8762 - 492 = 8269$

6. an isosceles triangle ✓

Fluency

1a. 4012

Where possible, I will write out in full the calculations and answers instead of sticking in a sheet.

I always line up my sheets with the squares in my book when sticking in and make sure they lie flat.

I always stick sheets on the left hand side and leave one line.

Complete the part-whole model for the number represented

3000 300 10 2

Identify the value of the underlined digit

1635

5 ones

If the boxes or space is too small or there is nowhere to write the answer, I will write the answers in my book next to the question.

I always use a sentence stem at the beginning of my reasoning explanation.

Reasoning

I know that Geo-rafte's number is the largest. Both numbers have the same digits. The thousands and hundreds are the same but are represented in different ways. Geo-rafte has one more ten than Hectare as 4 tens has a greater value than 3 tens.

Problem Solving

The number is 4563

$4 + 5 = 9$ $6 + 3 = 9$

I will write a full sentence neatly on the line and leave a line between each. I will use the lesson's vocabulary to explain my thinking and use the working wall to help with spelling.

I always proofread my work for errors and to see if I can make my work even better.

Assessment and Responsive Feedback Policy Excerpt

6.3 Maths

How will pupils' learning be assessed?

During lessons:

- Teachers will monitor the progress of individual and groups of pupils to address misconceptions and deepen learning;
- Teachers will ensure that numeral formation is accurate and that presentation is in-line with the presentation code;
- Pupils will assess their work at the end of every lesson. This is to be indicated with a tick [in purple pen] next to the learning objective if the pupil feels they have understood the objective and a dot if the pupil feels they haven't understood the objective. This will be monitored for accuracy and corrected if necessary in green pen by the teacher;
- Teachers will use specific verbal and/or written feedback to address basic skills and/or misconceptions;
- Teachers will use their assessment within the lesson and pupil outcomes to make a judgement against the learning objective on the maths online marksheet [Codes: D: Developing, S: Securing, M: Mastering, ABS: Absent];
- Teachers will use ongoing assessment for learning to adapt teaching and learning approaches between lessons: Re-teach, defer or move on.

At the end of every lesson:

- Teachers will use their assessment within the lesson and pupil outcomes to make a judgement against the learning objective on the maths online marksheet [Codes: D: Developing, S: Securing, M: Mastering, ABS: Absent];
- Teachers will use ongoing assessment for learning to adapt teaching and learning approaches between lessons: re-teach, defer or move on;
- Teachers will provide whole class feedback, where required, at the start of each lesson. Pupils are expected to respond to feedback;
- Reasoning questions will be marked by the teacher and/or whole class feedback will be provided daily which moves the pupil's learning forward.

Weekly:

- Teachers will use a range of self and teacher marking in books to improve pupils' progress;
- Teachers will test pupils' knowledge of multiplication tables using the test session function on Maths Mania and record when they pass on SIMs;
- Teachers will test pupils' knowledge of number-bonds and log the results on the number bonds/times-table chart on SIMS weekly.

Termly [Half Termly for Year 6]:

- Teachers will mark a test in-line with the data and assessment cycle [See appendix in Assessment policy];
- Full arithmetic tests will take place half termly;
- Gap analysis [QLAs] to be shared with all adults and used for planning including 'maths on a page' and interventions;
- Assessments and test outcomes will be shared with pupils and parents.

Maths Assessment Trackers

Maths assessment overviews are created in Excel. Individual teachers are expected to fill in their pupil names on their own teacher assessment sheet and adapt the learning objectives according to the curriculum coverage.

- Each teacher assessment sheet must be clearly labelled with the year group, teachers name and the half term it pertains to (i.e Year 6 Spring 2 maths teacher assessment – Jade Lauricourt) and saved in your year group planning folders.

- [illegible]

Interventions are carefully planned and informed using QLAs, teacher assessment and number fluency data. The names of any children who have been identified for interventions are indicated on the year group tracker each half term with pre and post data which is used to monitor the impact of the intervention.

- Targeted interventions are carefully planned for children who have not secured ELGs (Number Challenge) and number bonds.
- Same day interventions are planned for any children who have not secured the learning objective in the main Mathematics lesson.
- Pre- teaching interventions are planned to inform future Mathematics lessons including the teaching of new vocabulary.

- Targeted interventions in KS2 are planned using red objectives taken from the most recent QLA (arithmetic).
- Interventions are mapped out starting with the earliest years and previously taught objectives (arithmetic).
- KS2 interventions include a pre-teaching (reasoning and problem solving) focus that informs future Mathematics lesson including the teaching of new vocabulary.

Nursery and EYFS

The GLC baseline is used to assess pupils on entry to Nursery and Reception. The GLC baseline is used alongside the DFE baseline assessment to assess pupils on entry. Online assessment tools will be used to support the assessment of pupil's learning and summative judgements made on a ½ termly basis. At the end of Reception pupils' assessments are recorded in their Foundation Stage Profiles.

How do we enable pupils to develop cultural capital and the real-world application of mathematics?

- Mathematical reasoning and problem solving is used to solve practical problems in everyday life
- Money (Measurement)
- Converting units (Measurement)
- Percentages (Decimals & percentages)
- Timetables (Statistics)
- Coordinates (Geometry- position and direction)
- My Money Week

Which resources are used to support effective learning?

The key resources we use to teach and assess mathematics are:

White Rose Resources

- Schemes of learning – Small steps guidance
- Premium resources: Powerpoint, worksheet, display sheets, answers, true/false Power Maths

NCETM

- Professional Development Mastery & Materials
- Mastery Challenge booklets
- Ready to Progress Criteria and exemplification
- Curriculum Prioritisation materials Number Sense Maths
- Programme

Third Space Learning

Numbers basics

Shanghai Project books

Everyday Problem Solving and Reasoning – Collins publication Target Maths

The GLC Calculation policy

Test Base

PiXL arithmetic tests

PiXL times table tests

PiXL ½ termly tests

Which approaches are used to address gaps in pupil's learning?

Intervention programmes available are:

- NCETM
- The PiXL therapies and tests [DTT]
- PinPoint learning

How do we support parents in pupil's learning?

We encourage parents and carers to be involved by:

- Sharing current mathematical methods through providing information from the school calculation policy
- Holding workshops for parents/carers focusing on areas of mathematics
- Enrichment activities
- Appropriate homework
- Helping their pupils to learn number bond and times tables facts

IMPACT

- Pupils make good progress from their starting points and achieve attainment targets.
- The trust's Maths EXS+ average has been above national for the full three-year period, with the gap widening in 2025. At greater depth, the trust moved from below national in 2024 to above national in 2025.
- Pupils make good progress within each lesson and become increasingly more able to reason and problem solve.
- Pupils can apply their learning in a test situation answering single and multi-concept questions with increasing confidence.
- Within a unit of work, pupil progress is evidenced through self and teacher assessment against the learning objective.
- Pupils develop the ability to think analytically about the world and can take steps to solve mathematical problems they encounter with confidence and efficiency.
- Pupils will build a firm foundation of mathematics which they will apply to their everyday life to help them better understand the world around them.
- Pupils can readily apply mathematical skills throughout their adult lives, whether it be to spend wisely promoting economic well-being and financial capability, be on time to work or to work our multiple life decisions each day.
- As pupils progress into adulthood and the world of work, they are not disadvantaged by gaps in mathematical knowledge preventing them from achieving their career aspirations.
- Throughout their lives, pupils are able to use efficient mental methods in a range of contexts which saves them time and avoids cognitive overload when learning new skills and concepts.

