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Cyril Jackson School
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Mathematics Policy

March 2026

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0. Document Control

The table below contains the changes made between the different final editions of this document set for approval. This is to help provide information to those reviewing and approving the document of the changes being made.

Document Edition	Section	Details of change
2014/2015 September	All	Review and updates to all sections
2019/2020 September	All	Formatting
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2025/2026 March	1	Addition of definitions
2025/2026 March	2	Updates to scope
2025/2026 March	3	Addition of links and legislation
2025/2026 March	4	Addition of roles and responsibilities
2025/2026 March	All	Updates to schemes of work
2025/2026 March	5	Addition of early years
2025/2026 March	6	Addition of national curriculum
2025/2026 March	8	Updates to teaching and learning
2025/2026 March	7	Addition of cross-curricular links
2025/2026 March	9	Addition of planning
2025/2026 March	10	Updates to assessment
2025/2026 March	11	Updates to resources
2025/2026 March	12	Updates to out of hours learning
2025/2026 March	13	Updates to training opportunities
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1. Definitions

The "Trust" refers to the company known as the University Schools Trust, East London and all Trustees, Governors and Staff who work within it.

"The school" refers to an individual academy within the Trust, as denoted by their Unique Reference Number. As such a 'school' may span one or several phases of education to the individual academies within the Trust. Depending on the context the term "School" may refer to a singular academy or to all of the academies within the Trust but as separate entities.

"Schools" have a legal duty to work in partnership with families and to involve all those with parental responsibility in their child's education.

2. Scope of the Policy and Aims

Every
Pupils are fearless mathematicians and approach maths with confidence and determination. Independence and resilience are developed, nurtured and celebrated during their time at the school.
Maths inspires them, thrills them and makes them feel proud.
Through thoughtfully sequenced, knowledgeable and receptive planning and teaching, pupils become courageous mathematical risk-takers, irrespective of their academic ability.
Through acute curriculum design, children are empowered to make links between mathematical concepts enabling them to become creative problem solvers
Pupils attain mastery of crucial skills at every stage and leave Cyril Jackson as accomplished mathematicians. They grow up feeling confident to embrace Maths in their everyday life and have a love of Maths that will abide throughout their lives.

3. Links to Legislation and Guidance Documents

3.1. Relevant Internal Documents

This policy should be read in conjunction with the following policies and documents.

- Child Protection Policy
- Complaints Policy
- Drugs Policy

3.2. Relevant External Documents

Relevant external documents to refer to are the:

- DfE (2025) 'Keeping Children Safe in Education (KCSIE)

4. Roles and Responsibilities

4.1. The Trust / School Committee

The Trust / School Committee is responsible for ensuring the school's Maths Policy is implemented effectively and ensuring that the Maths Policy, as written, does not discriminate on any grounds or protected characteristics.

4.2. The Headteacher

The headteacher is resposible for:

- Ensuring the policy is reviewed annually.
- Ensuring the policy is implemented effectively.
- Ensuring the policy, as written, does not discriminate on any grounds or protected characterists.
- Promoting a culture of high-quality teaching across the school.

4.3. Subject Leader

The subject leader is responsible for:

- Preparing policy documents, curriculum plans and schemes of work for the subject.
- Reviewing changes to the national curriculum and advising on their implementation.
- Monitoring the learning and teaching of maths, providing support for staff where necessary.
- Ensuring the continuity and progression from year group to year group.
- Encouraging staff to provide effective learning opportunities for pupils.
- Helping to develop colleagues' expertise in the subject.
- Organising the deployment of resources and carrying out an annual audit of all maths-related resources.
- Liaising with teachers across all phases.
- Communicating developments in the subject to all teaching staff.
- Leading staff meetings and providing staff members with the appropriate training.
- Organising, providing and monitoring CPD opportunities in the subject.
- Ensuring common standards are met for recording and assessing pupil performance.
- Advising on the contribution of maths to other curriculum areas, including cross-curricular and extra-curricular activities.
- Collating assessment data and setting new priorities for the development of maths in subsequent years.

4.4. Classroom Teacher

The classroom teacher is responsible for:

- Acting in accordance with this policy.
- Ensuring progression of pupils' mathematical skills, with due regard to the national curriculum.
- Planning lessons effectively, ensuring a range of teaching methods are used to cover the content of the national curriculum.
- Liaising with the subject leader about key topics, resources and support for individual pupils.
- Monitoring the progress of pupils in their class and reporting this on an annual basis to parents.
- Reporting any concerns regarding the teaching of the subject to the subject leader or a member of the SLT.
- Undertaking any training that is necessary in order to effectively teach the subject.

4.5. SENDCO

The SENCO is responsible for:

- Liaising with the subject leader in order to implement and develop maths throughout the school.
- Organising and providing training for staff regarding the maths curriculum for pupils with SEND.
- Advising staff how best to support pupils' needs.
- Advising staff on the inclusion of mathematical objectives in pupils' individual education plans.
- Advising staff on the use of teaching assistants in order to meet pupils' needs.

5. Early Years Provision

Activities and experiences for pupils will be based on the seven areas of learning and development, as outlined in the DfE's "Early Years Foundation Stage Statutory Framework: For Group and School-Based Providers".

Activities will provide pupils with the opportunity to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems, and describing shapes, spaces and measurements.

All activities will adhere to the objectives set out in the framework.

Children will be taught how to:

- Count confidently.
- Develop a deep understanding of the numbers to 10.
- Understand the relationship between the numbers to 10 and the patterns within those numbers.
- Develop a secure base knowledge and vocabulary from which mastery of mathematics is built.
- Develop their spatial reasoning skills across all areas of mathematics including shape, space and measures.
- Develop positive attitudes and interests in mathematics.
- Look for patterns and relationships.
- Spot connections.
- Talk to adults and peers about what they notice and not be afraid to make mistakes.

Teaching staff will utilise the early learning goals (ELGs), which summarise the knowledge, skills and understanding that all children should have gained by the end of the EYFS. For the ELG for numbers, children at the expected level of development will:

- Have a deep understanding of numbers to 10, including the composition of each number.
- Subitise (recognise quantities without counting) up to 5.
- 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.

For the ELG for numerical patterns, children at the expected level of development will:

- Verbally count beyond 20, recognising the pattern of the counting system.

- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

6. The National Curriculum

The below demonstrates the 'ready-to-progress' criteria across all year groups and is not exhaustive of everything children will learn through the curriculum.

6.1. Year 1

In Year 1, pupils will be taught to:

Number and Place Value

- Count within 100, forwards and backwards, beginning with any number.
- Reason about the location of numbers to 20 within the linear number system, including comparing using < > and =.

Number Facts

- Develop fluency in addition and subtraction facts within 10.
- Count forwards and backwards in multiples of 2, 5 and 10, up to 10 multiples, beginning with any multiple and count forwards and backwards through the odd numbers.

Addition and Subtraction

- Read, write and interpret equations containing addition, subtraction and equals symbols, and relate additive expressions and equations to real-life contexts.
- Compose numbers to 10 from two parts and partition numbers to 10 into parts, including recognising odd and even numbers.

Geometry

- Recognise and name common 2D and 3D shapes presented in different orientations and know that rectangles, triangles, cuboids and pyramids are not always similar to one another.
- Compose 2D and 3D shapes from smaller shapes to match an example, including manipulating shapes to place them in particular orientations.

6.2. Year 2

In Year 2, pupils will be taught to:

Number and Place Value

- Recognise the place value of each digit in two-digit numbers, and compose and decompose two-digit numbers using standard and non-standard partitioning.
- Reason about the location of any two-digit number in the linear number system, including identifying the previous and next multiple of 10.

Number Facts

- Secure fluency in addition and subtraction facts within 10 through continued practice.

Addition and Subtraction

- Add and subtract across 10.
- Recognise the subtraction structure of 'difference' and answer questions of the form "How many more?"
- Add and subtract within 100 by applying related one-digit addition and subtraction facts: add and subtract only 1s or only 10s to or from a two-digit number.
- Add and subtract within 100 by applying related one-digit addition and subtraction facts.
- Add and subtract any two-digit numbers.

Multiplication and Division

- Recognise repeated addition contexts, representing them with multiplication equations and calculating the product, within the 2, 5 and 10 multiplication tables.
- Relate grouping problems where the number of groups is unknown to multiplication equations within a missing factor, and to division equations.

Geometry

- Use precise language to describe the properties of 2D and 3D shapes, and compare shapes by reasoning about similarities and differences in properties.

6.3. Year 3

In Year 3, pupils will be taught to:

Number and Place Value

- Divide 100 into 2, 3, 5 and 10 equal parts and read scales/number lines marked in multiples of 100 with 2, 4,5 and 10 equal parts.

Number Facts

- Secure fluency in addition and subtraction facts that bridge 10, through continued practice.
- Recall multiplication facts and corresponding division facts, in the 10, 5, 2, 4 and 8 multiplication tables, and recognise products in these multiplication tables as multiples of the corresponding number.
- Apply place-value knowledge to known additive and multiplicative number facts.

Addition and Subtraction

- Calculate complements to 100.
- Add and subtract up to three-digit numbers using columnar methods.
- Manipulate the additive relationship:
- Understand the inverse relationship between addition and subtraction and how both relate to the part-part-whole structure.
- Understand and use the commutative property of addition, and understand the related property for subtraction.

Multiplication and Division

- Apply known multiplication and division facts to solve contextual problems with different structures, including quotative and partitive division.

Fractions

- Interpret and write proper fractions to represent one or several parts of a whole that is divided into equal parts.
- Find unit fractions of quantities using known division facts.
- Reason about the location of any fraction within one in the linear number system.
- Add and subtract fractions with the same denominator, within one.

Geometry

- Recognise right angles as a property of shape or a description of a turn, and identify right angles in 2D shapes presented in different orientations.
- Draw polygons by joining marked points and identify parallel and perpendicular sides.

6.4. Year 4

In Year 4, pupils will be taught to:

Number and Place Value

- Know that 10 hundreds are equivalent to 1 thousand and that 1,000 is 10 times the size of 100 and apply this to identify and work out how many 100s there are in other four-digit multiples of 100.
- Recognise the place value of each digit in four-digit numbers using standard and non-standard partitioning.
- Reason about the location of any four-digit number in the linear number system including identifying the previous and next multiple of 1,000 and 100, and rounding to the nearest of each.
- Divide 1,000 into 2, 4, 5 and 10 equal parts and read scales/number lines marked in multiples of 1,000 with 2, 4, 5 and 10 equal parts.

Number Facts

- Recall multiplication and division facts up to 12 x 12 and recognise products in multiplication tables as multiples of the corresponding number.
- Solve division problems, with two-digit dividends and one-digit divisors, that involve remainders and interpret remainders appropriately according to the context.
- Apply place-value knowledge to known additive and multiplicative number facts.

Multiplication and Division

- Multiply and divide whole numbers by 10 and 100 and understand this as equivalent to making a number 10 or 100 times the size.
- Manipulate multiplication and division equations and understand and apply the commutative property of multiplication.
- Understand and apply the distributive property of multiplication.

Fractions

- Reason about the location of mixed numbers in the linear number system.
- Convert mixed numbers to improper fractions and vice versa.
- Add and subtract improper and mixed fractions with the same denominator, including bridging whole numbers.

Geometry

- Draw polygons, specified by coordinates in the first quadrant and translate within the first quadrant.
- Identify regular polygons, including equilateral triangles and squares, as those in which the side-lengths are equal and the angles are equal.
- Find the perimeter of regular and irregular polygons.
- Identify line symmetry in 2D shapes presented in different orientations.
- Reflect shapes in a line of symmetry and complete a symmetric figure or pattern with respect to a specified line of symmetry.

6.5. Year 5

In Year 5, pupils will be taught to:

Number and Place Value

- Know that 10 tenths are equivalent to 1 one and that 1 is 10 times the size of 0.1.
- Know that 100 hundredths are equivalent to 1 one and that 1 is 100 times the size of 0.01.
- Know that 10 hundredths are equivalent to 1 tenth and that 0.1 is 10 times the size of 0.01.
- Recognise the place value of each digit in numbers with up to 2 decimal places and compose and decompose numbers with up to 2 decimal places using standard and non-standard partitioning.
- Reason about the location of any number with up to 2 decimal places in the linear number system, including identifying the previous and next multiple of 1 and 0.1 and rounding to the nearest of each.
- Divide 1 into 2, 4, 5 and 10 equal parts, and read scales/number lines marked in units of 1 with 2, 4, 5 and 10 equal parts.
- Convert between units of measures including using common decimals and fractions.

Number Facts

- Secure fluency in multiplication table facts and corresponding division facts, through continues practice.
- Apply place-value knowledge to known additive and multiplicative number facts.

Multiplication and Division

- Multiply and divide numbers by 10 and 100 and understand this as equivalent to making a number 10 or 100 times the size or 1 tenth or 1 hundredth times the size.
- Find factors and multiples of positive whole numbers, including common factors and common multiples and express a given number as a product of 2 or 3 factors.
- Multiply any whole number with up to four digits by any one-digit number using a formal written method.
- Divide a number with up to 4 digits by a one-digit number using a formal written method and interpret remainders appropriately for the context.

Fractions

- Find non-unit fractions of quantities.
- Find equivalent fractions and understand that they have the same value and the same position in the linear number system.
- Recall decimal fraction equivalents for 1/2 , 1/4 , 1/5 and 1/10, and for multiples of these proper fractions.

Geometry

- Compare angles, estimate and measure angles in degrees and draw angles of a given size.
- Compare areas and calculate the area of rectangles using standard units.

6.6. Year 6

In Year 6, pupils will be taught to:

Number and Place Value

- Understand the relationship between powers of 10 from 1 hundredth to 10 million and use this to make a given number 10, 100, 1,000, 1 tenth, 1 hundredth or 1 thousandth times the size.
- Recognise the place value of each digit in numbers up to 10 million, including decimal fractions, and compose and decompose numbers up to 10 million using standard and non-standard partitioning.
- Reason about the location of any number up to 10 million, including decimal fractions, in the linear number system and round numbers, as appropriate, including in contexts.
- Divide powers of 10, from 1 hundredth to 10 million, into 2, 4, 5 and 10 equal parts and read scales/number lines with labelled intervals divided into 2, 4, 5 and 10 equal parts.

Addition, Subtraction, Multiplication and Division

- Understand that 2 numbers can be related additively or multiplicatively and quantify additive and multiplicative relationships.
- Use a given additive or multiplicative calculation to derive or complete a related calculation, using arithmetic properties, inverse relationships and place-value understanding.
- Solve problems involving ratio relationships.
- Solve problems with 2 unknowns.

Fractions

- Recognise when fractions can be simplified and use common factors to simplify fractions.
- Express fractions in a common denomination and use this to compare fractions that are similar in value.
- Compare fractions with different denominators, including fractions greater than 1, using reasoning, and choose between reasoning and common denomination as a comparison strategy.

Geometry

- Draw, compose and decompose shapes according to given properties, including dimensions, angles and area and solve related problems.

7. Cross-Curricular Links

Wherever possible, the maths curriculum will provide opportunities to establish links with other curriculum areas.

7.1. English

Mathematical terminology is used, where appropriate. Maths-based texts are sometimes used in English lessons and in guided reading sessions.

7.2. Science

Pupils' data collection and analysis skills are further developed through the conduction of physical experiments, using units of measurement, calculating averages and interpreting results.

Pupils record their finding using charts, tables and graphs.

7.3. Humanities

Data analysis, pattern seeking and problem-solving skills are developed through the teaching of geography.

Pupils' understanding of time and measurements of time are developed through discussions of historical events.

7.4. ICT

Pupils are encouraged to use calculators and other electronical devices, gaining confidence throughout their school experience.

ICT will be used to enhance pupils' maths skills through the use of online resources and the creation of spreadsheets. ICT will also be used to record findings, using text, data and tables.

8. Teaching and Learning

Pupils will be taught to describe key characteristics and associated processes in common language, as well as understand and use technical terminology and specialist vocabulary.

Pupils will undertake independent work, and have the opportunity to work in groups and discuss work with fellow classmates.

Primary education is a critical stage in children's development – it shapes them for life. As well as giving them the essential tools for learning, primary education is about children experiencing the joy of discovery, solving problems, being creative through all subjects, developing their self-confidence as learners and maturing socially and emotionally.
At Cyril Jackson we want to continue to focus on raising standards while not being afraid to combine that with making learning fun.
Our goal is to combine excellence in teaching with enjoyment of learning.

Lessons will allow for a wide range of mathematical, enquiry-based research activities, including the following:

- Questioning, predicting and interpreting.
- Pattern seeking.
- Collaborative work.

- Problem-solving activities.
- Classifying and grouping.
-

Lessons will involve the use of a variety of sources, including data, statistics, graphs and charts.
The classroom teacher, in collaboration with the subject leader, will ensure that the needs of all pupils are met by:

- Setting tasks which can have a variety of responses.
- Providing resources of differing complexity, according to the ability of the pupils.
- Setting tasks of varying difficulty, depending on the ability group.
- Utilising teaching assistants to ensure that pupils are effectively supported.

A maths mastery approach is taken to the curriculum, in which fluency comes from deep knowledge and practice. This means that structured questioning is used to ensure that pupils develop fluent technical proficiency and think deeply about the underpinning mathematical concepts.

Focus is put on the development of deep structural knowledge and the ability to make connections, with the aim of ensuring that what is learnt is sustained over time.

The school does not prioritise between technical proficiency and conceptual understanding, and we aim to develop these in parallel.

9. Schemes of Work and Planning

The mathematics curriculum is planned using a range of high-quality resources to ensure that learning is coherent, progressive and supports pupils in developing a deep understanding of mathematical concepts.

Teaching teams draw on a blend of resources to inform planning. These include:

- White Rose Maths scheme of work
- NCETM Mastery materials
- NRich investigations
- Cyril Jackson Fluency Progression document
- Other appropriate resources where necessary

These resources support teachers in planning units of work which develop conceptual understanding, fluency, reasoning and problem-solving skills.

Teachers use these schemes as a core framework for planning and plan holistically across each unit of work to ensure depth of coverage and a secure understanding of key mathematical ideas.

Clear links are made to other areas of the curriculum where appropriate in order to make mathematics meaningful and relevant for pupils.

9.1. Early Years Planning

In the Early Years Foundation Stage, staff follow a bespoke curriculum map which provides guidance on the pedagogy and progression of mathematical learning across each unit.

Curriculum expectations are informed by Development Matters and the Early Years Foundation Stage Statutory Framework.

Pedagogical approaches are informed by guidance including:

- Maths Hub Mastery Scheme of Work
- Early Excellence: Developing Young Mathematicians in the EYFS (Helen Tate)
- NCETM: How to Create a Nation of Mathematics Lovers (Sue Gifford)
- NRich resources are also used to support problem solving and investigative approaches to mathematics in the Early Years.

9.2. Planning

All relevant staff members are briefed on the school's planning procedures as part of their professional development.

Mathematics is taught as a discrete subject across the school and, where appropriate, links are made with other curriculum areas.

Teachers use the DfE National Curriculum for Mathematics Programmes of Study to inform their planning.

Planning takes place across three stages:
Long-term planning outlines the units of work taught within each year group across the academic year.

Medium-term planning identifies the key learning objectives, vocabulary, skills and assessment opportunities for each unit of work. These plans are shared with the subject leader to ensure progression between year groups.

Medium-term planning may be adapted throughout the year in response to assessment outcomes and the needs of pupils.

Teachers use the White Rose "flow" documents to plan sequences of lessons which ensure that pupils experience a broad and balanced range of mathematical learning opportunities.

Short-term planning focuses on individual lessons and is the responsibility of the class teacher. Short-term planning builds on medium-term plans and reflects pupils' needs, learning objectives and success criteria.

All lessons include clear learning objectives which are shared and reviewed with pupils.

9.3. Lesson Structure

Lessons include a balance of direct teaching, interactive discussion and independent learning activities.

There is a clear emphasis on:

- Direct instruction.

- Whole-class discussion.
- Targeted group work.
- Independent practice.

Teachers ensure that all lessons include opportunities to develop mental calculation skills.

Learning experiences may include:

- Practical activities
- Investigations
- Problem-solving activities
- Written work
- Use of ICT
- Use of the local environment where appropriate

9.4. Homework

Homework is set on a weekly basis and builds on the objectives taught during lessons.
Homework tasks may include:

- Mental maths activities.
- Mathematical games.
- Problem-solving tasks.
- Data analysis activities.
- Written tasks.

Homework supports pupils in consolidating key mathematical skills and developing independence in learning.

10. Assessment and Reporting

Pupils are assessed and their progress recorded in line with the school's Assessment Policy.

Assessment is used to support learning by identifying pupils' strengths, misconceptions and next steps. Teachers use assessment information to ensure learning is appropriately matched to pupils' needs and abilities.

At Cyril Jackson Primary School, assessment supports both pupil progress and school improvement, and helps parents and carers understand their child's development in mathematics.

10.1. Ongoing Assessment

Teachers assess pupils' learning continuously through a range of formative assessment strategies, including:

- Questioning pupils and discussing their understanding.
- Observing pupils during lessons.
- Reviewing and marking pupils' work.
- Pupils' self-evaluation of their work.
- Short classroom assessments.

These assessments inform teachers' planning and enable them to respond to pupils' learning needs.

Pupils' progress is monitored through the school's tracking system and through termly Pupil Progress Meetings, where teachers and senior leaders review progress and identify any additional support required.

10.2. Formal Assessment

Pupils are formally assessed throughout the year using a range of assessment materials. These may include:

- NFER assessments
- White Rose gap analysis tests
- Statutory assessment materials where appropriate

Formal assessments are used to identify gaps in understanding and to inform teaching and intervention.

At the end of the summer term, analysis of statutory assessment outcomes, including SATs where applicable, is used to inform future planning and target setting.

Teachers also participate in termly moderation meetings with partner schools in order to review pupils' attainment and ensure consistency in assessment judgements.

10.3. Early Years Assessment

An EYFS Profile is completed for each pupil in the final term of the year in which they reach age five.

The progress and development of pupils in the Early Years Foundation Stage is assessed against the Early Learning Goals set out in the Statutory Framework for the Early Years Foundation Stage.

10.4. Reporting to Parents

Parents are provided with regular opportunities to discuss their child's progress with their class teacher.

Parent evening meetings take place each term. During the autumn and summer terms, parents receive attainment ladders which outline their child's current attainment and progress. During the spring term, parents receive a full written report covering progress and attainment across all subjects.

The written report includes information on the pupil's attainment, progress, attitude to learning and development of subject-specific knowledge and skills.

These meetings provide an opportunity for parents and teachers to discuss pupils' learning, progress and any areas where further support may be required.

10.5. Monitoring of SEND Pupils

The progress of pupils with SEND is monitored by the SENDCO, who works with teachers and the subject leader to ensure that appropriate support and interventions are in place.

11. Resources

The subject leader is responsible for the management and maintenance of mathematics resources and for liaising with the finance manager regarding the purchase of additional resources where required.

Mathematics equipment and resources are readily accessible to pupils during lessons in order to support independence and effective learning.

Each classroom contains a range of mathematical equipment appropriate to the age and stage of the pupils. Examples of resources include:

- Number squares
- Multiplication squares
- Digit cards
- Cubes
- Part–part–whole models
- Counters
- Number fans
- Bead strings

Additional resources, including those used less frequently or linked to whole-school topics, are stored in designated maths cupboards within the school, including the resources cupboard in the South Building and the maths cupboard on the first floor of the North Building.

Display areas are used to support learning and are updated regularly to reflect current areas of mathematical learning.

The subject leader conducts an annual audit of mathematics equipment and resources to ensure that materials remain appropriate, accessible and sufficient to support the delivery of the curriculum.

12. Out of Hours Learning

As a school we offer a series of after school booster classes for children in years 2 and 6.

This helps the children revise basic concepts and prepare for their SATS.

13. Training Opportunities

The school recognises that staff should be supported to develop the knowledge, skills and confidence required to deliver high-quality mathematics teaching.

Professional development contributes to raising standards and improving the learning environment within the school. Support may be provided through internal training, collaboration with colleagues and opportunities offered by external organisations.

The school provides teachers and support staff with regular opportunities to develop their subject knowledge and pedagogical practice in mathematics through school-based INSET, professional dialogue and external training where appropriate.

See Training and Development Policy.

14. Partnerships

Parents play an important role as early educators and in supporting the development of pupils' mathematical understanding.

The school works in partnership with parents to support pupils' learning through explanation, discussion and practical activities linked to everyday life. Parents are encouraged to support homework and reinforce key mathematical skills such as times tables, calculation methods and number bonds.

The school also values external partnerships which support pupils' mathematical understanding and aspirations.

Where appropriate, the school works with external partners to provide pupils with opportunities to see how mathematics is applied in real-world contexts. For example, the school has worked in partnership with Barclays Bank, where employees have supported pupils in Years 5 and 6 through activities linked to financial awareness and mathematical skills.

15. Equal Opportunities

In accordance with the school's Equality Information and Objectives Policy, all pupils have equal access to the mathematics curriculum.

No pupil will be disadvantaged on the basis of gender, ability, disability, ethnicity, language or cultural background. Teaching will be adapted where necessary to ensure that all pupils can access learning and make progress.

Where appropriate, lessons will be adapted and additional support provided to ensure pupils' individual needs are met.

Teaching materials and learning opportunities will reflect and celebrate cultural diversity and promote equality and inclusion.

The school aims to provide academically more able pupils with opportunities to extend their mathematical thinking through activities such as problem solving, investigations and mathematical research.

The school is committed to:

- Opposing all forms of discrimination, including individual and institutional discrimination.
- Challenging prejudice and discrimination within the school community.
- Embedding equality principles within policies and practice.

- Maintaining an inclusive culture in which all individuals feel valued and supported to succeed.

See Equal Opportunities Policy and Racial Equality Policy.