



**Barnfields Primary School
Mathematics Policy**

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Introduction

At Barnfields Primary School, we believe that every child can succeed in mathematics. We are committed to developing confident, resilient and articulate mathematicians who can reason, solve problems and apply their mathematical understanding in a wide range of contexts. Mathematics is a fundamental life skill and provides the foundation for understanding and engaging with the world.

Our curriculum is underpinned by a mastery approach, ensuring that all pupils develop a deep, secure and transferable understanding of mathematical concepts. We believe that mathematical success is achievable for all learners through high-quality teaching, carefully sequenced learning and a culture where challenge is embraced and mistakes are valued as an essential part of learning.

Through our ambitious curriculum, pupils become fluent in the fundamentals of mathematics, develop increasingly sophisticated reasoning skills and apply their knowledge to solve both routine and non-routine problems. Number lies at the heart of our curriculum and we prioritise the development of strong number sense, conceptual understanding and procedural fluency from the earliest stages of learning.

Aims

Our aims and objectives in formulating this policy are:

- Develop a positive attitude towards mathematics and recognise its relevance in everyday life.
- Believe that they can achieve success in mathematics regardless of starting point.
- Become fluent in the fundamentals of mathematics through regular practice and retrieval.
- Develop secure number sense and confidence with calculation.
- Reason mathematically by making connections, identifying patterns, forming conjectures and explaining their thinking using precise mathematical language.
- Solve increasingly complex mathematical problems through the application of known concepts and strategies.
- Develop resilience, independence and perseverance when faced with challenge.
- Work collaboratively and communicate mathematical thinking effectively.
- Apply mathematical knowledge across the wider curriculum and in real-life situations.

Legal Framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- DfE (2021) 'National curriculum in England: Mathematics programmes of study'
- DfE (2026) 'Statutory framework for the early years foundation stage'
- DfE (2021) 'Teaching mathematics in primary schools'

This policy operates in conjunction with the following school policies:

- Barnfields Curriculum Policy
- Equality Information and Objectives Policy
- Equality, Equity, Diversity and Inclusion Policy
- SESAT Assessment Policy

Roles and responsibilities



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.

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.

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.

Curriculum Design

Our mathematics curriculum is fully aligned with the National Curriculum, the Early Years Foundation Stage Framework and the DfE Ready-to-Progress Criteria. Learning has been carefully sequenced to ensure clear progression in knowledge, skills, vocabulary and mathematical understanding from Reception to Year 6.

White Rose Maths forms the foundation of our curriculum structure and progression. Learning is organised into small, carefully sequenced steps which allow pupils to develop secure understanding before moving on to more complex concepts. Teachers utilise White Rose resources alongside their professional expertise, ensuring that teaching remains responsive to the needs of individual cohorts whilst maintaining the integrity and ambition of the curriculum.



The curriculum is designed around the principle that pupils learn mathematics best when concepts are connected. Key ideas are revisited and built upon throughout the curriculum, enabling pupils to strengthen understanding, make links between different areas of mathematics and develop increasingly sophisticated mental models.

Fluency, reasoning and problem solving are integral components of every unit of learning. These elements are deliberately interwoven throughout the curriculum rather than taught in isolation, enabling pupils to secure, apply and deepen understanding simultaneously.

The curriculum has also been carefully mapped from the Early Years Foundation Stage to ensure clear progression from early mathematical development into Key Stage 1 and beyond. Particular emphasis is placed upon developing children's understanding of number, numerical relationships and mathematical structures from the earliest possible stage.

Implementation

Mathematics is a core subject of the National Curriculum. All pupils take part in daily, coherent mathematics lessons which cover the programmes of study in a rigorous and progressive manner, as set out in the National Curriculum and EYFS Statutory Framework. At Barnfields, we believe that every child can achieve in mathematics and that all pupils should develop the knowledge, skills and confidence required to succeed as mathematicians, both now and in the future.

Our mathematics curriculum is ambitious and carefully designed to ensure that pupils develop deep conceptual understanding, procedural fluency, reasoning skills and the ability to solve increasingly sophisticated problems. We recognise that mathematical learning is most effective when children are given opportunities to build secure foundations, make meaningful connections and apply their understanding in a range of contexts.

Teachers therefore plan learning that is carefully sequenced, builds upon prior knowledge and enables pupils to develop confidence whilst maintaining high levels of challenge.

At the planning stage, teachers carefully consider how learning can be made memorable, engaging and accessible for all learners. Lessons are designed to identify potential misconceptions before they arise, provide appropriate scaffolds where necessary and offer opportunities for pupils to deepen their understanding through greater reasoning and application. Assessment is used continuously throughout lessons to inform teaching and ensure that pupils remain on a successful learning journey.

Examples of our ambitious mathematics provision include:

- Use of White Rose Mathematics to support progression and curriculum sequencing.
- A scheme-assisted rather than scheme-led approach which enables teachers to exercise professional judgement
- A consistent Concrete, Pictorial and Abstract (CPA) approach across all year groups
- Daily opportunities for fluency, reasoning and problem solving
- Deepen the Moment challenges, identified in yellow, to develop greater depth of understanding
- Regular retrieval practice to strengthen long-term memory and retention of key knowledge
- Explicit teaching of mathematical vocabulary
- Effective mathematical discussion and learning conversations
- Adaptive teaching which provides support and challenge whilst maintaining high expectations
- Careful identification and addressing of misconceptions
- Strategic use of manipulatives and mathematical representations



- Bar modelling to support conceptual understanding and problem solving
- Times Tables Rock Stars and regular multiplication fluency practice
- Precision Teaching and targeted intervention where appropriate
- Pre-teaching through intervention groups and Morning Club (SPARK) provision
- Effective deployment of teaching assistants in line with EEF guidance
- Ongoing staff development, coaching and mathematics subject-specific CPD

Children are taught through a combination of whole-class teaching, guided group work, collaborative learning and independent practice. Pupils are given opportunities to work individually, in pairs, within small groups and as part of whole-class discussion. Mathematical skills are approached in varied and systematic ways to ensure children develop a broad range of strategies and become increasingly flexible and efficient in their mathematical thinking. A range of adaptive teaching strategies are used throughout the school to ensure that the curriculum remains inclusive whilst retaining ambition and challenge for all learners.

Early Years Foundation Stage

Mathematics in the Early Years Foundation Stage is planned in accordance with the EYFS Statutory Framework and provides the foundations upon which future mathematical learning is built. Our curriculum focuses on developing secure understanding within the areas of number and numerical patterns, whilst fostering curiosity, confidence and enjoyment.

Children experience mathematics daily through a combination of direct teaching, adult-led activities and carefully planned continuous provision opportunities, both indoors and outdoors. Learning is practical, engaging and rooted in meaningful experiences. Children develop fluency in counting, subitising, recognising patterns, comparing quantities and solving simple addition and subtraction problems. Great emphasis is placed upon the development of mathematical language and vocabulary to enable children to communicate their thinking confidently.

In addition, children develop their understanding of shape, space and measure through high-quality practical experiences which encourage exploration, investigation and problem solving. Mathematics is carefully woven throughout all areas of provision to ensure children continually revisit and apply previously taught learning. White Rose Mathematics supports planning and progression, whilst retrieval opportunities help children embed key concepts and build strong foundations for Key Stage One.

Key Stage One

The principal focus of mathematics teaching in Key Stage One is to develop confidence and fluency with whole numbers, counting, place value and the four operations. Children work with numerals, mathematical language and practical resources to develop secure conceptual understanding and increasingly efficient methods of calculation.

Pupils are taught to recognise, describe, compare and sort shapes, whilst also developing their understanding of measures including length, mass, capacity, volume, time and money. Mathematical vocabulary is explicitly taught and regularly revisited so that pupils develop confidence in communicating and explaining their thinking.

Reasoning and problem solving are embedded throughout learning, enabling children to apply their understanding in a range of contexts. By the end of Year 2, the majority of pupils will achieve the expected standard within the curriculum, with some pupils working towards expectations and others demonstrating greater depth through increasingly sophisticated reasoning and application.



Lower Key Stage Two

The principal focus of mathematics teaching in Lower Key Stage Two is to ensure that pupils become increasingly fluent in the four operations, place value and number facts whilst developing efficient written and mental calculation strategies.

Children apply their understanding to a wider range of concepts including fractions, decimals, measurement and geometry. They are encouraged to identify patterns, make connections, explain their reasoning and justify their conclusions. Teaching promotes both accuracy and efficiency whilst continually strengthening mathematical understanding.

A significant focus is placed upon multiplication fluency, with pupils participating in regular times tables practice through classroom activities, retrieval tasks and Times Tables Rock Stars. By the end of Year 4, children are expected to have secure recall of multiplication and division facts up to 12×12 , preparing them successfully for the Multiplication Tables Check and laying the foundations for future learning in Upper Key Stage Two.

Upper Key Stage Two

The principal focus of mathematics teaching in Upper Key Stage Two is to extend pupils' understanding of the number system and enable them to apply their knowledge confidently across a broad and increasingly complex range of mathematical concepts.

Pupils develop deeper understanding of fractions, decimals, percentages, ratio, proportion and algebra whilst continuing to strengthen arithmetic fluency. They are encouraged to solve increasingly sophisticated multi-step problems, select efficient methods and explain their mathematical thinking with precision.

Teaching supports pupils in making connections between different areas of mathematics and applying their learning in unfamiliar contexts. Geometry and measures build upon previously acquired knowledge and require increasingly advanced reasoning and analytical thinking. By the end of Year 6, pupils are expected to be fluent in formal written methods for all four operations, as outlined within the Barnfields Calculation Policy, and demonstrate confidence when working with fractions, decimals and percentages. This ensures they are well prepared for the mathematical demands of Key Stage Three.

Concrete, Pictorial and Abstract (CPA)

The Concrete, Pictorial and Abstract approach is embedded throughout the Barnfields mathematics curriculum. We recognise that pupils develop the deepest understanding when they are able to visualise mathematical concepts, recognise patterns and understand the relationships between ideas.

Children are first introduced to concepts through practical exploration using concrete resources. They then move towards pictorial representations before progressing to abstract mathematical notation. Resources such as Numicon, dienes apparatus, place value counters, bead strings, number lines and tens frames are used purposefully to strengthen understanding and support progression.

The CPA approach ensures that learning is accessible, inclusive and rooted in secure conceptual understanding. It supports pupils in developing mathematical confidence and enables them to visualise concepts effectively when working independently.

Reasoning

Reasoning is at the heart of mathematics teaching at Barnfields. We aim to develop pupils who can think systematically, communicate clearly and justify their ideas using precise mathematical language.



Pupils are given daily opportunities to explain, prove, convince, compare and evaluate. Teachers use carefully structured questioning and high-quality discussion to help children articulate their thinking and develop increasingly sophisticated mathematical reasoning. Through reasoning, children are encouraged to explore different approaches, make generalisations and develop a deeper understanding of mathematical concepts.

Reasoning opportunities are an integral feature of lessons and are regularly evidenced within pupils' work as part of our commitment to developing confident and reflective mathematicians.

Retrieval Practice

Retrieval practice is a key component of mathematics teaching at Barnfields. We recognise that successful learning depends upon knowledge being retained and readily accessible when needed.

Teachers therefore plan regular opportunities for pupils to revisit previously taught concepts, methods and mathematical facts. Retrieval tasks are deliberately designed away from the current learning sequence, requiring pupils to draw upon prior understanding and strengthen long-term memory. These activities support fluency, improve retention and provide valuable assessment information that informs future teaching.

Deepen the Moment

A distinctive feature of mathematics at Barnfields is the use of *Deepen the Moment* challenges. Once pupils have demonstrated fluency and applied their learning through reasoning and problem-solving activities, they are provided with opportunities to deepen their understanding further.

Identified in yellow within learning materials, Deepen the Moment challenges require pupils to justify, prove, generalise, investigate patterns and make increasingly sophisticated mathematical connections. These tasks enable pupils to work at greater depth within the year-group curriculum and promote genuine mathematical thinking rather than simple acceleration onto future content.

Bar Modelling

Bar modelling is used consistently throughout the school as a powerful visual representation strategy. It supports pupils in identifying relationships between quantities, understanding mathematical structures and selecting appropriate operations when solving problems.

By representing information visually, children develop a deeper understanding of mathematical concepts and become more confident problem solvers. Bar modelling supports fluency, reasoning and conceptual understanding and contributes significantly to the development of mathematical mastery.

Calculations Policy

The progression of calculation methods across the school is clearly outlined within the Barnfields Calculation Policy. Formal written methods are introduced systematically and progressively, ensuring consistency as pupils move through the school. Understanding is prioritised alongside procedural fluency, with strategies taught through a CPA approach and supported through appropriate representations and models.

Resources and Support for Teaching and Learning

Teachers have access to a range of high-quality resources, guidance and professional development to support planning, teaching and assessment in mathematics. Resources include the National Curriculum programmes of study, White Rose Mathematics materials, curriculum progression documents, Times



Tables Rock Stars, teacher assessment frameworks, calculation guidance and a wide range of manipulatives and visual representations.

Staff are fully aware that Barnfields does not follow a scheme-led approach. Instead, high-quality resources are used to support professional decision-making and ensure that teaching remains responsive to the needs of pupils. This enables teachers to maintain curriculum coherence whilst adapting learning appropriately to ensure that every child can succeed.

Through ambitious curriculum design, expert teaching, effective assessment and high expectations, Barnfields seeks to develop confident, resilient and successful mathematicians who are fully prepared for the next stage of their education and for life beyond primary school.

Impact, Assessment and Reporting

Assessment is an integral part of mathematics teaching and learning at Barnfields and is used to ensure that all pupils make strong progress from their individual starting points. Assessment is purposeful, accurate and ongoing, enabling teachers to identify what pupils know, understand and can do, whilst informing future teaching and curriculum development. We believe that effective assessment is fundamental to securing high standards in mathematics and ensuring that no pupil falls behind.

Pupils are assessed in line with the SESAT Assessment Policy, with a combination of formative and summative assessment information used to build an accurate and comprehensive picture of each pupil's attainment, progress and next steps. Teachers continually evaluate understanding throughout lessons through skilled questioning, observation, discussion, live marking, pupil explanations, independent work and analysis of misconceptions. This information is used immediately to adapt teaching, provide additional support, address misconceptions and deepen understanding.

Assessment opportunities are carefully woven throughout daily mathematics lessons and include:

- High-quality questioning and classroom discussion
- Review of pupils' written and practical work
- Live feedback and responsive teaching
- Retrieval practice activities
- Pupil self-assessment and reflection
- Reasoning and problem-solving tasks
- Ongoing teacher assessment against curriculum objectives
- End of unit assessments
- Standardised assessments

In Years 1 to 6, pre-unit assessments are used to identify pupils' prior knowledge, strengths and potential barriers to learning before new content is taught. These assessments enable teachers to determine which aspects of a unit may require greater emphasis, which pupils may benefit from additional support and which pupils are ready to deepen their understanding through increased challenge.

End-of-unit assessments are completed following each block of learning and provide valuable information about pupils' understanding of the curriculum content taught. Teachers use this information to identify gaps in knowledge, evaluate the effectiveness of teaching and inform subsequent planning. Where necessary, additional teaching, intervention or retrieval opportunities are implemented to ensure knowledge is secured.

Standardised assessments are administered three times per year using NTS Mathematics assessments. These provide an external benchmark against national expectations and support teachers in evaluating



both attainment and progress. Assessment outcomes are considered alongside day-to-day classroom evidence to ensure that judgements are accurate and reflect pupils' true mathematical understanding. Assessment information is triangulated from multiple sources, including daily classroom practice, end-of-unit assessments, standardised assessments, pupil voice, book scrutiny and professional judgement. This ensures that assessment reflects what pupils consistently know and can do over time, rather than performance in a single assessment task.

Assessment data is recorded and monitored in accordance with school procedures and is used by teachers, phase leaders, the SENDCo and senior leaders to:

- Monitor individual pupil progress and attainment
- Identify pupils requiring intervention or additional challenge
- Inform adaptive teaching and future planning
- Support the review and development of SEND provision and pupil support plans
- Evaluate the effectiveness of curriculum implementation
- Identify whole-school strengths and areas for development
- Ensure pupils remain on track to achieve their potential

The progress of pupils with SEND is monitored closely by class teachers, phase leaders and the SENDCo. Assessment information is used to evaluate the effectiveness of provision, inform targets and ensure that appropriate support is in place to enable pupils to access and succeed within the mathematics curriculum.

In the Early Years Foundation Stage, ongoing assessment is carried out through observation, interaction and planned learning opportunities. Children's progress is assessed against the Early Learning Goals and Development Matters guidance, with staff carefully monitoring children's developing understanding of number, numerical patterns, shape, space and measure. The EYFS Profile is completed during the final term of Reception and provides a summary of each child's attainment at the end of the Early Years Foundation Stage.

Assessment information also contributes to the continual refinement of the mathematics curriculum. Leaders regularly analyse attainment, progress, pupil outcomes and assessment trends to evaluate the impact of curriculum implementation and identify opportunities for further improvement. This ensures that the mathematics curriculum at Barnfields remains ambitious, responsive and effective for all learners.

Reporting to Parents

We recognise the importance of strong partnerships between home and school in supporting children's success in mathematics. Parents are kept regularly informed about their child's attainment, progress and next steps through both formal and informal communication.

Parent consultation meetings are held during the Autumn and Spring terms, providing opportunities for teachers and parents to discuss progress, achievement, attitudes towards learning and any areas requiring additional support or challenge. These discussions enable parents to gain a clear understanding of how their child is progressing within the mathematics curriculum and how learning can be supported at home. Throughout the year, parents receive progress information outlining their child's attainment, progress and effort in mathematics. This information helps parents understand their child's current stage of learning and any targets that will support future development.

At the end of the academic year, parents receive a detailed written report which includes a summary of their child's attainment and progress in mathematics, their level of engagement and effort, and information regarding strengths and next steps for learning. Where appropriate, outcomes of statutory assessments are also reported.



Through accurate assessment, regular communication and strong home-school partnerships, Barnfields ensures that pupils, parents and staff work together to secure the best possible outcomes in mathematics for every child.

Pupils with SEND

At Barnfields, we are committed to ensuring that all pupils, including those with Special Educational Needs and Disabilities (SEND), are able to access, engage with and succeed within an ambitious mathematics curriculum. We firmly believe that high-quality teaching is the first and most important step in meeting the needs of pupils with SEND. Through inclusive classroom practice, adaptive teaching and high expectations, we strive to remove barriers to learning and enable every child to experience success in mathematics.

Teachers access regular professional development to ensure they have the knowledge, skills and confidence required to identify pupils who may be experiencing difficulties within mathematics. Staff work collaboratively with the SENDCo, phase leaders and senior leaders to identify barriers to learning at the earliest opportunity and implement appropriate support. Assessment information, classroom observations and pupil progress data are carefully analysed to ensure that emerging needs are identified quickly and addressed effectively.

At Barnfields, we prioritise prevention rather than intervention alone. Our mathematics curriculum is designed around the principle that quality first teaching should meet the needs of the vast majority of pupils. Teachers carefully plan lessons to maximise accessibility through the use of effective scaffolding, precise modelling, clear explanations, structured questioning and the strategic use of manipulatives and visual representations. Potential misconceptions are anticipated during the planning process and addressed explicitly within lessons, reducing the likelihood of pupils developing gaps in understanding. Adaptive teaching is embedded throughout mathematics lessons. Teachers make appropriate adjustments to support access to learning whilst maintaining ambition and high expectations. Adaptations may include:

- Additional modelling and guided practice
- Carefully sequenced learning steps
- Use of concrete resources and visual representations
- Vocabulary pre-teaching and language support
- Scaffolded tasks and worked examples
- Targeted questioning and feedback
- Additional opportunities for overlearning and retrieval practice
- Flexible grouping arrangements where appropriate
- Increased opportunities for mathematical talk and rehearsal

Where required, pupils may receive pre-teaching prior to whole-class learning. This enables children to become familiar with key vocabulary, concepts and representations before they are encountered in lessons, building confidence and improving access to new learning. Equally, planned opportunities for retrieval and consolidation ensure that previously taught concepts are revisited regularly, helping pupils secure learning within their long-term memory.

Teaching Assistants are deployed strategically in line with the principles of effective deployment outlined by the Education Endowment Foundation (EEF). Their role is to enhance, rather than replace, quality first teaching by providing targeted support that promotes independence, confidence and successful participation in lessons. Support is carefully planned and evaluated to ensure it has a measurable impact on pupil outcomes.



A range of targeted interventions may be used to address identified gaps in knowledge and understanding. These interventions are informed by assessment and delivered with clear intended outcomes. In Key Stage One, this may include precision teaching approaches to support the rapid and accurate recall of key number facts, number bonds and foundational mathematical knowledge. Additional interventions are regularly reviewed to ensure they remain purposeful, effective and responsive to pupil needs.

In Key Stage Two, selected pupils may access the school's Morning Club provision (SPARK), which provides additional targeted mathematics support. These sessions focus on addressing identified gaps, increasing confidence, revisiting key concepts and preparing pupils to engage successfully with forthcoming learning. The impact of this provision is monitored carefully through ongoing assessment and classroom performance.

Where a pupil is identified as requiring additional or different provision beyond quality first teaching, teachers work closely with the SENDCo, parents and the pupil themselves to determine the most effective support strategies. Where appropriate, pupils may be placed on the SEND register and a Personal Learning Plan (PLP) developed. Targets are personalised, measurable and closely linked to identified areas of need. Progress against targets and the effectiveness of provision are reviewed regularly through ongoing assessment, pupil progress discussions and SEND review processes. Support is adapted in response to progress and changing needs, ensuring that provision remains appropriate and impactful. Where gaps are successfully diminished and additional support is no longer required, pupils may be removed from the SEND register following careful review and consultation.

Where necessary, the SENDCo is proactive in seeking advice and support from external agencies and specialist professionals. Recommendations from external specialists are incorporated into classroom practice and intervention programmes to ensure pupils receive the most appropriate support possible.

Monitor and Review

The Mathematics Leader, alongside the Headteacher, Deputy Headteacher and Phase Leaders, maintains a rigorous cycle of monitoring and evaluation to ensure that the mathematics curriculum is implemented consistently and has a positive impact on pupil outcomes. Monitoring is viewed as an opportunity to celebrate strengths, identify areas for development and drive continual improvement in the quality of mathematics provision across the school.

A range of evidence is triangulated throughout the academic year to evaluate the effectiveness of the intended, implemented and achieved curriculum. This includes learning walks, lesson observations, pupil discussions, work scrutiny, assessment information, planning reviews and professional dialogue with staff. Using multiple sources of evidence ensures that leaders develop an accurate understanding of the quality of mathematics teaching and learning across the school.

Work scrutiny provides valuable insight into curriculum implementation and progression over time. Leaders evaluate whether pupils are developing fluency, reasoning and problem-solving skills in line with curriculum expectations, whether learning is building sequentially and whether pupils are being appropriately supported and challenged. Particular attention is given to the consistency of agreed approaches, including retrieval practice, mathematical vocabulary, CPA representations, reasoning opportunities and Deepen the Moment challenges.

Learning walks and lesson observations enable leaders to evaluate the quality of teaching and pupils' experiences within mathematics lessons. Leaders consider how effectively mathematical concepts are taught, the extent to which pupils are engaged in learning, the quality of mathematical discussion and the effectiveness of adaptive teaching. These opportunities also allow leaders to evaluate how successfully



misconceptions are identified and addressed, how mathematical vocabulary is developed and how pupils are supported to become increasingly confident and independent mathematicians.

Pupil voice forms an important part of the monitoring process. Through learning conversations and book studies, leaders gather information about pupils' attitudes towards mathematics, their ability to explain their learning and the extent to which knowledge is retained over time. Pupils are encouraged to talk about what they have learned, how they approach mathematical challenges and how current learning builds upon previous knowledge.

Assessment information is analysed regularly to evaluate attainment, progress and curriculum effectiveness. Leaders carefully consider outcomes for all pupils, including disadvantaged pupils, pupils with SEND and those working at greater depth. Assessment information is used alongside wider monitoring evidence to identify strengths, address emerging areas for development and inform strategic school improvement priorities.

Professional dialogue with staff is another important aspect of quality assurance. Through regular meetings, coaching conversations and professional development opportunities, leaders evaluate staff confidence, subject knowledge and understanding of curriculum expectations. This enables support to be tailored effectively and ensures that professional development remains responsive to the needs of both staff and pupils.

Moderation activities further strengthen the accuracy and reliability of assessment judgements. Staff work collaboratively to review standards, discuss pupil outcomes and develop a shared understanding of age-related expectations. These professional discussions support consistency across year groups and contribute to continual improvement in teaching and assessment practice.

The Mathematics Leader regularly reviews the impact of curriculum developments and priorities identified within the Mathematics Action Plan. This ongoing evaluation ensures that subject leadership remains responsive and evidence informed. Strengths are celebrated, areas for further development are identified and actions are refined accordingly to secure continued improvement.

Through this rigorous cycle of monitoring, evaluation and professional reflection, Barnfields ensures that the mathematics curriculum remains ambitious, inclusive and effective. The process enables leaders to maintain high standards, support staff development and, most importantly, ensure that every pupil develops the mathematical knowledge, understanding and confidence needed for future success.