



To inspire every child to recognise their full potential, believe they can make a difference
and respect themselves, others and the world in which they live.

Maths Policy 2025

This policy reflects the values and philosophy of iCAN British International School in relation to the teaching and learning of mathematics. It is based upon the English National Curriculum Programme of Study for Key stages 1 and 2 (2014). It gives a framework to which learning facilitators and learning support assistants work and provides guidance on planning, teaching and assessment, ensuring continuity and progression in the teaching of mathematics.

The Importance of Mathematics

Mathematics equips learners with a uniquely powerful set of tools to understand and change the world. These tools include logical reasoning, problem-solving skills, and the ability to think in abstract ways. Mathematics is important in everyday life, many forms of employment, science and technology, medicine, the economy, the environment and development, and in public decision making. Different cultures have contributed to the development and application of mathematics. Today, the subject transcends cultural boundaries and its importance is universally recognised. Mathematics is a creative discipline. It can stimulate moments of pleasure and wonder when a pupil solves a problem for the first time, discovers a more elegant solution to that problem, or suddenly sees hidden connections. It promotes the ability to reason mathematically, an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject.

Subject Aims

At iCAN, our aim is to provide a maths curriculum which will develop learners to be numerate, creative, independent, inquisitive, enquiring and confident. We aim to provide a stimulating environment with a range of supportive resources so that all learners can develop their mathematical skills to their full potential. We aim to provide learners with rich and enjoyable experiences related both to their individual needs and to the wider world.

We aim for each learner to:

- Have a growth mindset towards mathematics
- Use emotional literacy to self-reflect and develop confidence
- Have self-confidence in their abilities as mathematicians.
- Think logically and work systematically.
- To be independent mathematicians.
- Experience a sense of achievement regardless of age or ability.
- To be able to think and solve problems mathematically and show understanding by using the appropriate skills, concepts and knowledge.
- To be able to apply their understanding in a variety of contexts.
- To be able to communicate using appropriate mathematical language.
- To be able to utilise a variety of mental strategies and demonstrate flexibility with numbers.

Planning of Maths Lessons at iCAN

Early Years Foundation Stage

Use the 'Mathematical Development' area of the Early Learning Goals, which covers all of EYFS up to Reception, from the revised *Development Matters 2021* curriculum. These learning goals have been incorporated into the iCAN Maths Curriculum document.

Milepost 1-3

In Primary, maths is based on the English National Curriculum.

Long Term Planning (Year):

The long term plans are an overview of coverage of learning goals over the 6 learning blocks of the school. When planning for the year, specific links to the themes of the IPC units should be made where appropriate.

Medium Term Planning (prior to the teaching of each maths topic):

Medium term planning outlines the learning goals that will be covered for a specific maths topic and is informed by the iCAN Maths Curriculum document and long term planning. Learning Facilitators should look at the next maths learning topic they are going to teach next (eg. Data handling) and select the appropriate learning goals from the iCAN curriculum document that will be taught for that subject. Links to IPC and relevant teaching contexts should be considered.

Short Term Planning (week):

Learning facilitators must plan lessons in order to meet the learning goals.

LFs should have thought about and planned for:

- A balance of knowledge, skills and understanding learning goals to be covered at the appropriate points through the week
- KSU graphics to be used in planning to embed understanding and promote discussion of the learning through this
- Specific differentiated activities (and pathways) to promote independent success and progress for all learners broken down from the learning goal
- A range of possible questions to ask learners to probe understanding
- Plan problem solving opportunities that challenge and engage *all* learners at their level
- Opportunities to practise skills and demonstrate understanding through application in different contexts
- Opportunities to formatively assess and provide feedback (including planning next step questions)
- Opportunities for cooperative learning using Kagan cooperative learning structures
- Use White Rose resources, alongside other appropriate resources (eg. Twinkl, Primary Stars), to maintain continuity across the school; LFs to ensure that differentiation needs are being met

through their utilisation of a variety of resources

- Incorporate Number Talks and Unit Talks when appropriate at the start of lessons
- Use Rich Tasks to engage learners in productive struggle in order to deepen their mathematical thinking and build resilience

Plans for the week should be completed on weekly or daily planning formats as appropriate for the learning facilitators and Milepost. The above planning expectations should be explicit in the planning document **or** any accompanying slides/flipchart, not necessarily both.

Teaching of Maths Lessons at iCAN

Early Years Foundation Stage

In the Early Years and Foundation Stage learners have access to practical numeracy activities to develop their skills and are introduced to different mathematical concepts through songs, rhymes, games, stories and role play.

In Reception and Nursery, learners have a focus session in small groups based on specific learning goals from the iCAN Maths curriculum that are delivered by the learning facilitator. These small groups are pre-planned to support the learners to develop and deepen their knowledge, skills and understanding of that goal. All learners engage with provision and play based tasks that have been planned by the learning facilitator to align with the learning goals in Reception.

When not learning with the class learning facilitator, learners have access to independent numeracy learning and activities supported by the LSA based on the same weekly objectives.

Primary

MP1 has 4 timetabled hours of maths per week, and MP2 and 3 have 5 hours. Within maths lessons, there is a balance between whole-class, group and individual work. Learning facilitators must ensure that a variety of teaching approaches are used, incorporating a range of appropriate cooperative learning structures to enhance the learning.

KSU Learning Goals, using the iCAN visuals, should be introduced to learners and referred back to at appropriate points in the week's learning, particularly at the start and end of each lesson. There does not have to be a K, S and U Learning Goal for each individual lesson, but all three should be covered through the course of the maths lessons that week.

It is the learning facilitators' responsibility to ensure that appropriate differentiation is provided - support and challenge should be planned to meet the needs of all learners. The language of differentiation that is used and the level to which this is made explicit to the learners is based on the judgement of the LF, the needs of the class and the task being done - however it should be explained to the learners through the lens of growth mindset (eg. *Beginning, developing, mastering/mild, hot, spicy/*

traffic light selection – red stop and think; amber start off slow; green ready to go/consolidate and challenge day).

There should be time at the end of each lesson to allow the learners to reflect on their learning. This should be planned by the LF for the end of every lesson, incorporating a variety of reflective tasks to enable the learners to assess their knowledge/skills and/or understanding but also to reflect on their feelings and emotions towards the learning (exit slips, cooperative structures, feedback in their books, verbal and/or written feedback, use of mood meter, confidence scales, emojis etc).

Assessment and Tracking

Assessment is an integral part of teaching and learning and is a continuous process. It is the responsibility of the class learning facilitator to observe and assess all learners in their class and record their progress. Accurate assessment allows us to identify learning priorities. Formative assessment is used to inform teaching in a continuous cycle of planning, teaching and assessment.

Early Years Foundation Stage

During the small group focus stages, and when engaging with all learners during provision and play based activities, the learning facilitator is always assessing the learners knowledge, skills and understanding of the maths learning goals. This formative assessment is then used to plan next steps, provision activities and will inform questions that the LF asks to guide the learner to achieve the learning goal.

Formative Assessment

MP1-3

Formative assessment is an integral part of every lesson and includes: checking for understanding; questioning; assessment **for** learning activities; observations; marking of learners' work within the lesson; learners' self-assessment and reflection (assessment **as** learning tasks *i.e. Metacognition*).

All learners' maths work will be marked using the following guidelines:

A minimum of one learning task per week should be planned to allow for in depth marking and next steps feedback. The next steps could be to correct mistakes or misconceptions, consolidate skills or give further opportunities to demonstrate and challenge understanding. Learners need to be given time to respond to this feedback, sooner rather than later. However, live marking should be the focus during most lessons throughout the week where the learners are given meaningful feedback from the learning facilitator at the time of instruction. Mistakes should be highlighted in green and the learners can correct immediately using purple pen during the lesson.

Summative assessment is not a requirement. If the learning facilitator deems it helpful, then some summative assessment formats (eg. end of unit tests) may be used formatively in order to inform future planning.

In addition, all learners will complete an INCAS computer based assessment once a year, of which maths forms one part. The results of this will be used to identify trends and areas of strength or development within the primary maths curriculum. This will be used to put any additional support in place for individual learners where necessary, whilst also informing any changes to the teaching and learning of specific areas of maths across the school.

Tracking

Learning facilitators should complete the maths assessment tracker as and when they finish a specific maths topic. They can assess their learners as Beginning, Developing, Mastering or Exceeding Expectations. This decision is informed by class learning, observations, marking of next step questions and ongoing AfL strategies conducted by the learning facilitator.

Additional Learning Needs

The daily mathematics lesson is differentiated for all learners. Learners identified as needing an ILP maths target will be given additional support in the classroom by the learning support team (ALN) and in a regular small group setting or 1:1 session. These targets will be set according to the learner's progress in discussion with the class learning facilitator and a member of the learning support team (ALN). These targets are monitored and reviewed by a member of the learning support team every 6-10 weeks.

We are also aware of the specific needs of learners with English as an Additional Language (EAL.) Learners identified as needing additional EAL support will be given support by the Learning Support Team (EAL). They may assist in-class with activities or assessments when possible.

Learning facilitators are responsible for enabling and challenging all learners through differentiated activities. Utilising rich tasks and a variety of problem solving tasks will support differentiation needs for the whole class. This allows learners who need additional support to access challenging problems at their level, whilst extending the learners who need further challenge.

Policy to be reviewed in May 2026