



DURANTS SCHOOL – POLICY DOCUMENT

MATHEMATICS

Reviewed & updated: May 2026 (John Ryan)

Next review date: May 2029

Introduction

This policy outlines the intent, implementation and impact of Mathematics at Durants School. It is intended for all teaching and support staff, governors, parents, carers and other stakeholders.

Mathematics is a fundamental area of learning that equips pupils with the knowledge, understanding and skills required to participate as independently as possible in everyday life. At Durants School, we recognise that pupils have a wide range of learning needs and abilities and therefore provide a personalised mathematics curriculum that is ambitious, engaging and relevant to each learner.

Through meaningful and practical experiences, pupils develop mathematical understanding, communication, problem-solving skills and confidence. Mathematics is embedded throughout the curriculum and supports pupils to make sense of the world around them, develop independence and prepare for adulthood.

Curriculum Intent

At Durants School we aim to:

Provide a broad, balanced and ambitious mathematics curriculum for all pupils.
Develop confidence and enjoyment in mathematics through engaging and meaningful learning experiences.

Enable pupils to develop fluency in number, shape, measure, data handling and mathematical vocabulary.

Support pupils to apply mathematical skills in real-life contexts, promoting independence and preparation for adulthood.

Develop reasoning, problem-solving and decision-making skills.
Ensure teaching is personalised and accessible through appropriate scaffolding, differentiation and use of practical resources.

Provide accreditation opportunities where appropriate, including AQA Unit Award Scheme, Entry Level Mathematics and GCSE Mathematics.

Enable pupils to generalise mathematical learning across different environments including classrooms, community settings and vocational experiences.

Promote equal opportunities and ensure all pupils can access mathematical learning regardless of need or ability.

Principles

Mathematics is an entitlement for all pupils and forms a key part of the school's curriculum offer.

Pupils will access mathematics through a range of approaches including:

- Discrete mathematics lessons.

- Practical and sensory learning experiences.

- Structured play and exploration.

- Cross-curricular learning opportunities.

- Community-based learning.

- Life skills and Preparation for Adulthood (PfA) activities.

- Vocational and enterprise opportunities where appropriate.

Teaching will build on prior learning and provide opportunities for pupils to maintain, reinforce, consolidate and generalise skills. Mathematical concepts will be introduced through practical and concrete experiences before progressing, where appropriate, to pictorial and abstract representations.

Teachers will ensure that learning is appropriately adapted to meet individual needs and that pupils are supported to achieve their full potential.

Curriculum Implementation

Mathematics is taught across all departments through a personalised pathway approach.

Lower and Middle Departments

Pupils follow a bespoke Durants School Mathematics Curriculum which draws upon the Early Years Foundation Stage Framework, National Curriculum programmes of study and Preparation for Adulthood (PfA) outcomes.

Teaching focuses on:

- Number and place value.

- Calculation.

- Shape, space and measure.

- Data handling.

- Mathematical communication.

- Problem solving and reasoning.

The curriculum is differentiated to meet individual needs and provides clear progression pathways.

Numicon and other practical resources are used to support conceptual understanding and mathematical fluency.

Where appropriate, pupils work towards AQA Entry Level Mathematics qualifications.

Upper Department and Post-16

Mathematics teaching focuses on developing functional skills and independence through meaningful real-life contexts.

Areas include:

- Money and budgeting.
- Time.
- Measurement.
- Travel and community skills.
- Employability mathematics.
- Numeracy in everyday life.

Many pupils access accredited learning through the AQA Unit Award Scheme and other relevant qualifications.

Satellite Provision

Pupils access mathematics through appropriately differentiated National Curriculum pathways.

Teaching focuses on developing mathematical fluency, reasoning and problem-solving skills through scaffolded learning approaches.

Where appropriate, pupils work towards Entry Level Mathematics or GCSE Mathematics qualifications through partnership arrangements with mainstream provision.

Assessment, Recording and Reporting

Assessment is an integral part of teaching and learning and is used to inform future planning and curriculum development.

Progress is monitored through:

- Evidence for Learning EfL.
- Assessment and progress tracking.
- Ongoing teacher assessment.
- Evidence for accredited courses.
- Photographic and video evidence where appropriate.
- Pupil work and observations.
- Moderation activities.
- Termly progress meetings.

Assessment information is used to identify strengths, next steps and any required interventions.

Progress is monitored termly by curriculum leaders, the assessment lead and the Senior Leadership Team.

Parents and carers receive information regarding progress through annual reviews, end-of-year reports and ongoing communication throughout the academic year.

Monitoring and Evaluation

The Mathematics Curriculum Lead and Senior Leadership Team monitor the quality of teaching, learning and assessment through:

- Learning walks.
- Lesson observations.
- Work scrutiny.
- Assessment analysis.
- Moderation activities.
- Pupil voice where appropriate.

Monitoring activities are used to support continuous improvement and ensure consistency across the school.

Equal Opportunities

Durants School is committed to providing equal access to mathematics for all pupils. Teaching approaches, resources and learning environments will be adapted where necessary to ensure all pupils can participate fully and achieve success. Reasonable adjustments will be made to meet individual needs and remove barriers to learning.

Review

This policy will be reviewed annually by the Mathematics Curriculum Lead and Senior Leadership Team to ensure it remains aligned with current legislation, statutory guidance and school practice.