Maths on a Page

Alfreton Park

Maths Non-Negotiables

Teaching Strategies	Assessment
Mathematics at Alfreton Park provides pupils with opportunities to explore and understand the world around them through meaningful, practical, and sensory-rich experiences. Our curriculum is designed to meet a wide range of learning needs, from developing early number awareness and problem-solving to fostering functional mathematical understanding. Our approaches to teaching mathematics are tailored to meet the needs and preferred learning styles of our learners. We deliver our lessons with embedded routines and structure to promote predictability and engagement from pupils. We use sensory and experiential learning opportunities to build engagement through anticipation and positive interactions.	• Use continuous assessment to plan next steps and ensure progress. • Record attainment and progress using school systems. • Provide Earwig evidence at least three times per half term per pupil, including photos, videos, and annotations. • Use evidence from manipulatives, practical activities, and discussions alongside written work.
Book/Earwig Expectations	**Enable Table/Manipulatives**
• All Formal pupils have a blue Maths book All books must be labelled using the labels given to classes at the start of the year. • Each piece of work must include a date and LO which is underlined. • Maths lessons to be earwigged 3 times a half term for Semi-Formal and 2 times for Informal.	Enable tables or baskets provides easy access to resources such as manipulatives, number lines, and visual aids that help them understand mathematical concepts. These tools reduce cognitive load, support different learning styles and adaptive teaching approaches, as well as encouraging pupils to work more independently. Manipulatives should be used in every maths session to provide hands-on, concrete learning experiences.

White Rose Education created White Rose Maths, a teaching approach used in many UK schools to support the UK National Curriculum. It focuses on helping all pupils develop a deep understanding of maths through a structured learning process.

Key ideas:

- Small steps: Concepts are taught in small, clear stages.
- Mastery: All pupils work towards fully understanding the same topic.
- Concrete → Pictorial → Abstract: Learning moves from objects, to diagrams, to numbers and symbols.
- Reasoning and problem solving: Pupils explain their thinking and apply maths to different problems.
- To build confidence, fluency, and deep mathematical understanding.

- Quality First Teaching
- Symbols/Makaton/keywords
- Working wall
- My Turn Your Turn
- Multi-sensory approach
- Manipulatives
- Positive Praise
- Consistent Routines
- Multi-sensory opportunities.

Cognition and Learning	Communication and Interaction
SEMH	Physical and Sensory