



Maths Teaching: Non-Negotiable Expectations

1. Purpose

This outlines the **non-negotiable expectations** for the teaching of mathematics across the school. Its purpose is to ensure a consistent, high-quality approach to maths teaching which supports pupils to develop fluency, reasoning, problem-solving and deeper mathematical understanding.

2. Principles

The teaching of mathematics should:

- be delivered **daily**
- promote secure understanding and long-term retention of mathematical knowledge and skills
- provide regular opportunities for pupils to revisit, practise and apply prior learning
- support all pupils to access mathematical concepts through appropriate representation and practical resources
- ensure progression in line with the school's chosen curriculum pathway, Lancashire **Red Rose Scheme**

3. Whole-School Expectations

The following expectations apply to all staff responsible for the teaching of mathematics:

3.1 Daily mathematics teaching

- Mathematics must be taught **every day**.
- Daily maths teaching should secure fluency, reinforce prior learning and enable pupils to build progressively on their knowledge and skills.
- Lessons should ensure that pupils are given frequent opportunities to reason mathematically and solve problems.

3.2 Daily Maths or Mastering Number

- Daily Maths or Mastering Number must be taught at least three times per week.

- These sessions must be planned with fidelity to the intended purpose of the programme.
- They should support pupils to strengthen number sense, recall key facts and develop fluency and confidence in number.

3.3 Deeper Learning books

- Deeper Learning books must be used consistently to record and evidence Deeper Learning tasks.
- These books should provide clear evidence of pupils' reasoning, application and mathematical thinking.
- Tasks recorded in these books should demonstrate learning beyond routine practice and show a clear link to the taught curriculum.

3.4 Link to the Red Rose Scheme

- All Deeper Learning tasks must link directly to the Red Rose Scheme.
- They should provide meaningful challenge while remaining rooted in secure curriculum progression.

3.5 Access to concrete apparatus

- Concrete apparatus must be accessible to all pupils at all times during mathematics lessons.
- Staff should ensure that practical resources are readily available to support understanding, independence and reasoning.
- Pupils should be taught how to select and use apparatus appropriately to support their learning.

4. Expectations for Teaching and Learning

In addition to the expectations above, mathematics teaching should:

- include a balanced focus on fluency, reasoning and problem-solving
- use precise mathematical vocabulary
- address misconceptions promptly and effectively
- provide appropriate challenge and support for all pupils
- enable pupils to explain their thinking orally and in writing
- use concrete, pictorial and abstract representations where appropriate