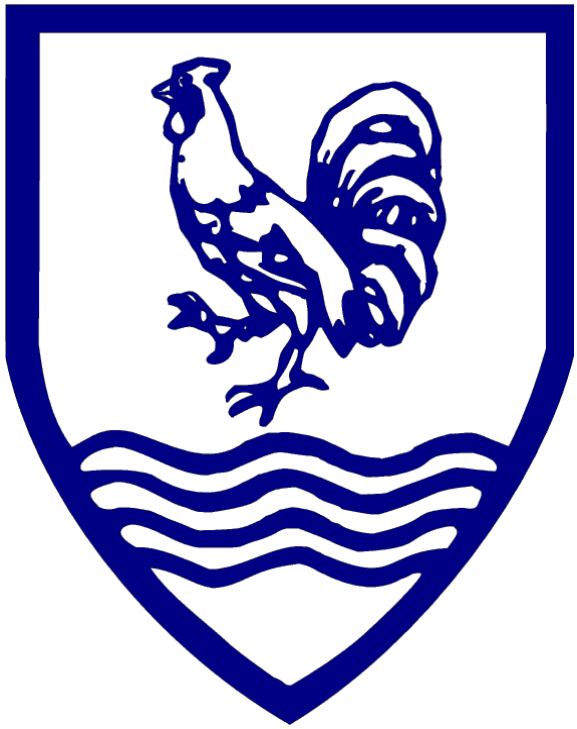
Plat Douet School

Mathematics Policy



September 2026

At Plat Douet School every learner is entitled to a curriculum rich and varied, challenging and inspiring, which enables every individual to reach their fullest potential to the highest possible standard and allow all pupils to 'be the best they can be'.

Mathematics Policy 2026 – Plat Douet School

Vision:

Plat Douet delivers a consistent approach to mathematics that immerses the pupils in a rich, relevant and aspirational curriculum that gives all pupils the skills and knowledge to succeed. We will equip our pupils with the conceptual understanding, technical language and in-depth mathematical thinking opportunities needed to thrive. Pupils are given the tools to mathematically problem solve and reason with high expectations on pupils making connections between and across topic areas, utilising a variety of representations and giving pupils the language and confidence to articulate, justify and explain their reasoning.

Plat Douet acknowledges that teachers and support staff are paramount in driving accelerated progress in our pupils. Continual development of our staff's subject and pedagogical expertise is a priority in enabling staff to deliver high-quality, effective mathematical teaching and learning.

Intent:

At Plat Douet, our intent is to develop confident, curious, and capable mathematicians who are able to apply their knowledge to the real world and their futures.

For Pupils:

- To gain mastery and fluency with numbers and the number system.
- To engage confidently in mathematical conversations, using subject-specific vocabulary.
- To develop reasoning and problem-solving skills across a range of contexts.
- To understand and value the role of mathematics in everyday life and the wider world.

For Staff:

- To promote enjoyment and enthusiasm for mathematics through exploration, discussion and practical activity.
- To ask thoughtful, open-ended questions that deepen understanding and spark mathematical thinking.

For the School:

- To remain outward-looking by sharing best practices, collaborating with other schools, and engaging with current research and innovations in mathematics education.

Implementation:

Our mathematics curriculum is built on three key pillars: **deep understanding**, **mathematical thinking**, and **mathematical language**, all centred around purposeful **problem solving**.

Curriculum and Planning:

- We follow the *MyMastery* approach to ensure curriculum coverage and progression in line with the Jersey Mathematics Curriculum.
- Planning is informed by rigorous assessment and pre-unit quizzes, ensuring teaching is responsive to pupils' prior knowledge and next steps.
- Teachers adapt lessons and resources to meet the needs of all learners, including those working above or below age-related expectations.

Teaching and Learning:

- Mathematics is taught for 5 hours per week via daily lessons.
- Maths Meetings take place for 15 minutes, three times each week, to develop fluency and provide regular practice of previously learned knowledge and skills.
- Lessons follow a whole-class mastery model where all pupils engage with the same core concepts, supported or extended as necessary.
- Teaching incorporates:
    - The CPA approach (Concrete → Pictorial → Abstract).
    - Vocabulary-rich dialogue and sentence-level responses.
    - 'Talk Tasks' to encourage discussion, diagnosis of misconceptions, and verbal reasoning.
- Fluency in recall facts (e.g. times tables) is embedded through regular short sessions outside core lesson time.

Assessment:

- Teachers use formative strategies such as observation, questioning, and over-the-shoulder marking throughout lessons.
- Test Base Arithmetic and Reasoning Assessments are administered termly to assess understanding, identify gaps and track progress.
- Assessment data is reviewed regularly in collaboration with SLT and the Maths Lead.
- Targeted support and challenge are planned in response to assessment outcomes.
- Ready to Progress interventions use diagnostic placement quizzes to identify pupils' specific needs, followed by structured videos and activities designed to close gaps in understanding.

Learning Environment:

- Each classroom has a 'Maths Working Wall' that supports current learning with relevant vocabulary, methods, and examples.
- Mathematical equipment and resources are accessible during lessons to promote independence and conceptual understanding.

Staff Development and Monitoring:

- Staff take part in coaching pairs, lesson observations, and tailored CPD to continually improve maths teaching.
- Monitoring includes:
    - Half-termly learning walks.
    - Termly book scrutinies.
    - Annual lesson observations with structured feedback.
    - Termly data reviews to inform school improvement and support.

Impact:

We aim for all pupils to leave Plat Douet with secure mathematical knowledge, a positive attitude toward the subject, and the ability to apply their learning with confidence and creativity.

The impact of our maths curriculum is evident through:

- Pupil outcomes in both formative and summative assessments.
- Evidence in pupils' books showing progression, reasoning, and application.
- Pupil voice indicating enjoyment, engagement, and confidence in mathematics.
- Clear articulation of mathematical ideas using precise vocabulary.
- Consistent high-quality teaching and use of the MyMastery framework across all classrooms.
- Staff confidence and skill in delivering lessons that support, challenge, and inspire all learners.

Our approach ensures that mathematics at Plat Douet is inclusive, challenging, and empowering — equipping children with the skills and mindset to succeed now and in the future.