



Maths Policy

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Regional Director		Principal			Vice Principal		
Head of Foundation Stage		Head of Primary			Head of Secondary		

Aims of the Policy

At Newlands School, Dubai, our mathematics teaching aims to build a solid foundation of skills, confidence, and enjoyment in mathematics, following the White Rose Maths (WRM) framework. Our goal is for students to develop clear, progressive calculation strategies that align with both mental and written methods, ensuring they understand when and how to use each.

Students are encouraged to articulate their thought processes confidently and to select the most effective method—whether mental or written—before tackling calculations. WRM’s approach to problem-solving and reasoning is integrated throughout our curriculum, fostering critical thinking and real-world application in a supportive and challenging environment. Each calculation method is introduced gradually and is practiced until students gain fluency, enabling a seamless transition to more advanced techniques.

This policy outlines our commitment to fostering a deep understanding, enjoyment, and success in mathematics for all students. Our aims are:

- To develop confident, resilient learners who can apply mathematical thinking to a range of contexts.
- To ensure that all students, regardless of starting points, reach high outcomes by providing structured, scaffolded support, when required.
- To create a reflective learning environment where students actively engage with their progress, identify areas for growth, and celebrate their achievements.
- To ensure students build fluency, reasoning, and problem-solving skills through a cumulative, adaptive learning approach.

Teaching and Learning Approach

At Newlands School, our mathematics teaching uses an adaptive teaching approach, including strategies such as scaffolding to ensure that every student achieves high outcomes. We focus on:

- **High-quality Modeling:** Teachers model each new concept thoroughly, breaking down complex skills into clear, accessible steps. Through live demonstrations, we help students understand both *how* and *why* each method works.
- **Live Scaffolds:** Each classroom features live scaffolding, with working walls that evolve with the lesson, providing real-time guidance and examples that reflect the learning journey of the class. This enables students to reference and use strategies independently during practice.
- **Retrieval Practice:** Regular retrieval practice helps embed prior knowledge and strengthens memory retention, allowing students to apply earlier learning to new challenges confidently.
- **Adaptive Support for All:** Instead of traditional differentiation, we believe all students can achieve at high levels with the right support. Teachers use scaffolded support to meet students where they are and build upon their strengths.

Curriculum and Planning

At Newlands, we follow the White Rose Maths scheme, which organises concepts into a structured, progressive sequence, allowing students to build a solid foundation before moving to more advanced topics.

- **Sequencing and Progression:** Lessons are sequenced to revisit and build upon core concepts, allowing cumulative learning and retention.
- **Interactive Working Walls:** These working walls are used actively within lessons, displaying models, key vocabulary, and live examples. This dynamic tool helps students access support as needed and deepens their understanding.

For further details on specific calculation methods and progression, please refer to the White Rose Maths Calculation Policy, found here: <https://tinyurl.com/WRMPOLICY>

Reflective Learning and Improvement

Reflective learning is central to our approach. Through **next steps** and **Dedicated Improvement and Reflection Time (DIRT)**, students engage in self-assessment, respond to feedback from teachers and correct mistakes, all of which support students extending their understanding. DIRT time is an opportunity for students to:

- Address misconceptions identified in formative assessments.
- Reflect on teacher feedback and make targeted improvements.
- Develop a growth mindset by identifying successes and setting personal goals.

Assessment and Feedback

- **Formative Assessment:** Teachers use questioning, real-time LBQ data, and ongoing observations to informally assess students' understanding, making adjustments to scaffolds as necessary.
- **Summative Assessment:** Termly assessments give a comprehensive overview of student progress, helping identify areas for further support or challenge.
- **Feedback and Next Steps:** Teachers provide timely, actionable feedback, guiding students to correct errors and reflect on their learning. This encourages independence, resilience, and accountability.

Inclusion and Support

Our inclusive approach ensures that all students access a high-quality mathematics education. Scaffolding, modeling, and interactive working walls help each student build understanding and achieve their potential.

- **Support for EAL and Additional Needs:** Scaffolded language support, visual aids, and structured

tasks support English as an Additional Language (EAL) students and those with additional needs.

- **Stretch and Challenge for High-Attainers:** High-attaining students are encouraged to explore complex problems and apply their skills independently, fostering a depth of understanding.

Policy Review

This policy will be reviewed annually to ensure it reflects the latest best practices and supports our students' success in mathematics.