



Sapphire representing
deep thinking and
exploration

Mathematics in the Sapphire Pathway



Overview

Mathematics in the Sapphire pathway reflects a 'Doing, Responding & Interpreting' curriculum, where children move into a more structured, subject-specific approach to learning.

Children are developing the ability to:

- Apply, generalise and interpret their learning
- Work with increasing independence and confidence
- Engage in more formal and sustained learning opportunities

Mathematics is driven by:

- Individual EHCP targets (central to all learning)
- White Rose Maths schemes of learning
- Development of secure numeracy skills and understanding
- Preparation for real-life application and independence.

Intent: What Maths Should Look Like

Mathematics in Sapphire is:

- Structured, progressive and subject-specific
- Aligned to the National Curriculum (adapted to need)
- A balance of teacher-led instruction and independent application
- Focused on consolidation, application and deepening understanding
- Designed to develop functional maths skills for life

Children develop mathematical understanding through:

- Secure number knowledge and calculation skills
- Problem-solving and reasoning opportunities
- Application of skills in real-life and functional contexts
- Increasing ability to record and explain learning

Implementation: How Maths is Delivered

1. Structured Maths Lessons

- Four focused maths lessons per week
- Planned by the class teacher and delivered by the class teacher and Teaching assistants
- Based on White Rose schemes of learning and small steps progression

Lessons are:

- Clearly structured and sequential
- Matched to pupils' developmental level
- Designed to build fluency, understanding and application

Children are increasingly able to:

- Sit and focus for longer periods
- Engage in whole-class and small group teaching
- Follow structured lesson routines

2. Grouped Teaching Approach

- Children are grouped within the class based on level of understanding
- Groups are supported by teaching assistants
- Teaching is:
 - Differentiated
 - Scaffolded
 - Closely matched to need

This approach supports:

- Targeted teaching
- Increased participation
- Opportunities for independence

3. Maths Across the Curriculum

Mathematics is also embedded throughout the day in:

- Thematic learning
- Real-life contexts (e.g. money, time, measurement)
- Life skills activities

There is a strong emphasis on:

- Application and generalisation of skills
- Using maths in functional and meaningful situations

4. Teaching Approaches

Mathematics is taught through:

- Explicit teaching of key skills
- Practical and engaging activities
- Opportunities for discussion, reasoning and problem-solving
- Use of concrete, pictorial and abstract approaches (CPA)

Lessons:

- Introduce new learning clearly
- Provide opportunities to practise and consolidate
- Support children to become secure in known skills

Learning remains:

- Engaging
- Practical
- Meaningful

5. Communication in Maths

Mathematics continues to reflect a communication-rich environment:

- Visual supports and symbol-supported vocabulary
- Subject-specific language teaching
- Opportunities to explain reasoning and understanding

Children are supported to:

- Develop mathematical vocabulary
- Communicate answers and ideas
- Participate in structured discussions

6. Adult Role in Maths

Adults support children by:

- Delivering high-quality, structured teaching
- Modelling mathematical thinking and language
- Using questioning to deepen understanding and challenge thinking
- Providing scaffolding and support where needed
- Gradually reducing support to promote independence

Adults balance:

- Direct teaching
- Supported practice
- Independent application

Environment: Supporting Mathematical Learning

The classroom environment is:

- Structured, predictable and organised
- Designed to support focus, independence and engagement

Key features include:

- Whole-class teaching area
- Small group learning spaces
- Independent workstations
- Clearly labelled and organised resources
- Visual timetables and lesson structures

Mathematics learning spaces support:

- Independent working
- Group discussion
- Teacher-led instruction

Some learners may access TEACCH approaches, supporting independence through structured work systems.

Preparation for Life

Mathematics plays a key role in preparing children for life, through:

- Functional maths (money, time, measure)
- Problem-solving in real-life scenarios
- Increasing independence in everyday situations

Impact: How Learning is Evidenced

Progress in maths is seen through:

- Secure understanding of mathematical concepts
- Ability to apply and generalise skills across contexts
- Increased independence in learning
- Improved confidence, resilience and problem-solving

Learning is evidenced through:

- White Rose small steps documentation
- Pupils' recorded work
- Photographs and observations on Tapestry
- Maths learning journeys

Key Principles

- EHCP targets remain central to all learning
- Maths is explicitly taught and embedded across the curriculum
- Repetition and consolidation secure learning
- Lessons are engaging, practical and purposeful
- Strong focus on application, independence and life skills

What You Should See in a Sapphire Classroom

- Structured, purposeful maths lessons taking place
- Children working in groups matched to ability
- Pupils focused for sustained periods of time
- A balance of teacher-led and independent learning
- Use of visuals, concrete resources and structured routines
- Children applying maths in real-life contexts

- Growing independence, confidence and understanding

Mathematics in the Sapphire pathway enables children to become independent, functional learners, equipped with the mathematical knowledge, skills and understanding needed for the next stage of education and for life.