



Mathematics Policy

Intent

The manner in which our curriculum is organised enables all children, including those with individual needs and EHCPs, to fully participate in learning activities. Our **ACHIEVE** curriculum ensures:

All children are provided with the very best learning experiences that engage, motivate, challenge and inspire.

Children develop their love for learning in stimulating and safe environments throughout the school.

Happiness of all is paramount.

Individual needs are recognised and met; an inclusive curriculum for all.

Early Years expertise is used to meet the unique needs of the children from the ages of 3-7.

Voices of the children are heard and listened to, ensuring that they are at the heart of everything we do and every decision we make.

Each and every child makes the best possible progress, leading to lifelong academic and personal achievement.

We have an active approach to learning and teaching which enables us to respond to the needs of our children as they move from Nursery to Reception and then on to Year 1 and 2. In relation to maths this means that the teaching of mathematics is planned to be creative, practical and exciting.

Children in our Nursery and Reception classes follow our EYFS curriculum which is underpinned by the Early Years Foundation Stage Statutory Framework alongside Development Matters

In Years 1 and Year 2, children study a coherently progressive curriculum which is ambitious for all children; objectives for each curriculum area are taken from the National Curriculum.

The age appropriate assessment procedures as laid out in the assessment and feedback policy allow teachers to plan appropriate learning opportunities. Throughout Key Stage One a document is used which has specific end points that the children are assessed against, in the form of 'I can' statements. These 'I can' statements link directly to what has been taught in the Programme of Study.

We have a calculation support document to help ensure a rigorous sequenced approach to teaching and learning using a range of practical materials and imagery. This allows for individual confident adoption of appropriate, efficient methods for calculation based on understanding of place value, ordering and the mathematical operations.

All children have equal access to the breadth of the mathematics curriculum. Staff are alert to ensuring progress is made by all children including those who can be identified as vulnerable.

Implementation

Our creative curriculum means teachers use their professional judgment to determine the activities, timing and organisation of mathematics input to suit objectives and the needs of the children in a broad range of contexts. These are contexts in which they can explore, enjoy, learn, practise and talk about their developing understanding.

Mathematics is taught daily, and assessed and evaluated daily. Teachers check pupils understanding through questioning and effective marking that enables the addressing of misconceptions and the extension and application of knowledge skills and understanding

All teachers 'know where their children are' through the use of assessment, prior learning, maths talk and 'understand where their children need to be' through a secure understanding of the mathematics curriculum including year group expectations and/or pre key stage expectations

Mathematics is taught with an emphasis on concrete/ practical resources and visual images to develop children's understanding and skills.

Children are taught how to use the correct mathematical language to discuss their mathematics and explain their thinking.

Children are taught how to use first their own and then standard notation to support their mathematical calculations and to record their mathematical thinking and methods.

Learning activities are designed and arranged to help all learners, through appropriate scaffolds and challenges.

Learning activities are ambitious and carefully selected to remove barriers and 'lift the lid' to maximise children's learning.

SENCO's , together with the maths subject leader, support staff with appropriate targets and ways of working for those pupils whose progress or attainment is below expectations.

Mental recall of facts, including counting by rote is embedded into daily routines to enable children to understand and recall these key concepts and be able to apply them fluently. This includes the use of daily number lines in Key Stage One and when appropriate for individuals in the Early Years Foundation Stage.

The classroom environment is set up to support children's learning of mathematics with:

- An age appropriate number line in each class including visual imagery to support the children's understanding of the value of the numbers as well as their position in the number system.
- Number lines that extend the number system to other numbers the children may be familiar with - e.g. up to 100 in year 1
- A working wall for mathematics that is referred to in teaching and contains current learning- it may contain some more permanent resources that are regular part of math's work, e.g. a hundred square,
- Practical maths equipment accessible to children:
 - As part of the environment
 - In well labelled draws so that children can self select resources to tackle their mathematics (in the adult directed sessions or when integrated mathematical problem solving into their own directed activities)
- In the Early Years Foundation Stage mathematical learning opportunities should be evident across all areas of learning and not restricted to the math's area.

Impact

Children, including those with additional needs, are well prepared for the next phase of their education and leave us as independent learners.

Children feel confident using their developing skills, knowledge and understanding to tackle mathematics activities and show this through their independent application to solve a range of problems and through their ability to explain their mathematics.

Children are proficient, competent and confident with numbers, calculations, shape, space and measures, and to have an ability to solve related problems in a variety of contexts including everyday applications of the subject.

Children have positive attitudes towards the wonder of mathematics and the vast application of mathematics in our world.

Children are independent recorders of their mathematical thinking and methods.

Children feel pleasure and wonder when they solve a problem for the first time, discover patterns, or notice connections.

Mathematics is valued throughout the school with parents meetings, support for parents on the school website and around school celebration displays.

Our well-constructed, well-taught curriculum leads to above national results at national summative assessment points. This is for all groups of children and includes above national results at exceeding (at the end of Early Years Foundation Stage) and greater depth (at the end of Key Stage One).

Children are ready for the next stage, whether that is the next lesson, unit of work, year or key stage.

Book audits, observations and interviews with children, within year groups and key stages and by the subject leader, provide strong evidence of children's progression.

Review

This policy will be reviewed as appropriate by staff and governors.

Effective Date

Reviewed June 2021

Next to be reviewed September 2022