

Hasland Infant School

Maths Policy

Intent

We believe that as Mathematicians children need an understanding of basic mathematical concepts giving them the tools for everyday life and allowing them to analyse and communicate information and ideas in order to tackle a range of practical tasks and real life problems.

These concepts include counting, calculation, shape and measure. As Mathematicians children also need to understand these concepts so that when faced with a mathematical problem they will have the confidence and understanding to undertake its solution.

We want our children to recognise the relevance of their learning and become confident, capable mathematicians.

Our curriculum is based on the key principles of the National Curriculum. As Mathematicians we enable children to become fluent in maths through varied and frequent practise, reason mathematically by following a line of inquiry and solve problems by applying their knowledge. Children will also be able to recognise and discuss patterns in maths within both number and shape and be able to explain these using mathematical vocabulary. We also focus on developing children's confidence and competence in mental strategies which they can in turn use to solve problems. Our mathematicians are also given opportunities to use and apply Maths across the curriculum and in real life situations. At Hasland Infant School we aim to foster, through all subjects, the values and attitudes of cooperation, self-reliance, perseverance, interest, enjoyment, independence and decision making. We do this through a range of simulating activities which the children complete independently, collaboratively or as a whole class.

Implementation

Our Maths curriculum is unique and specific to our school. We use elements of White Rose and adapt these to make it suitable for our children. We expect when a child has mastered a mathematical concept that they will be able to describe it in their own words, represent it in different ways and explain it to someone else using their own examples.

All sessions begin with a 'Daily Count and Fluency starter.' During this time children practise counting both forwards and backwards in different ways. As part of the fluency children will revisit prior learning, number facts and key concepts that form a basis of their understanding.

The curriculum is delivered by the Class Teacher and is supported by a full time Teaching Assistant. The National Curriculum objectives have been broken down for each year group and are taught and built upon in a systematic way throughout school. Activities from White Rose are used and modified in order to meet the needs of our children.

We move children on in their learning when we feel children are secure in their learning and once they have demonstrated they have mastered a taught concept. Question and reasoning prompts are displayed in all classrooms which the children are able to use to support their explanations.

The Calculation Policy shows the progression of each calculation across school.

Nursery

Children in Nursery have a Numeracy input each day. This begins with children counting forwards and backwards with children being encouraged to represent each number using their fingers. Children have access to a range of provision activities both indoors and outdoors which provide an opportunity to practise a skill previously taught e.g sorting shapes, continuing a pattern or accurate 1:1 counting correspondence. Children also learn a range of number songs and rhymes to further support their learning.

Reception

Children in Reception also have a Numeracy input each day following the White Rose overview. Teachers carefully plan provision activities for children to access in the classrooms. Where appropriate children complete a Maths

activity. Teachers may note down 'wow moments' which are stuck into the children's Learning Journey books. Teachers use a marking log to assess the children at the end of each session and use this to inform their next session.

Key Stage One

Numeracy is taught daily within Key Stage One. These lessons will include elements of fluency, reasoning and problem solving. Class teachers choose specific children to sit with the teaching assistant during whole class inputs. Teachers question children effectively and plan for the use of talk partners. Lessons include the 'Chance to Try' which teachers use as a mini-assessment tool. This enables teachers to see who has understood and who may need some additional support.

Children also have access to continuous provision with the Maths area providing lots of opportunities for children to practise skills and revisit prior learning.

Inclusion and SEND

We are an inclusive school where we focus on the wellbeing and progress of every child. We recognise that we have children of different special educational needs, disabilities, special gifts and talents and those learning English as an addition language in all our classes. Therefore, we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child.

Some teachers may use pre-teach as an intervention strategy for the teaching of Numeracy. Some children participate in a 'Singing Maths' group and other children complete maths work through box work. Where appropriate, teachers use Formative Footprints as a tool of assessment

Links with the community

Through the teaching of Maths we provide children with a range of life skills necessary for completing everyday tasks. Children are given the opportunity to reinforce and apply these skills in activities such as our Christmas Shop. We also encourage children to save money through our School Bank.

The role of the subject leader

- Carry out learning walks and lead work scrutinies across school reporting any findings to the Head Teacher
- Half termly data analysis and monitoring of specific children
- Monitor the teaching of Maths across school ensuring it is high quality and consistent
- Provide other teachers with support and ideas of how to teach different curriculum areas
- Keep up to date with developments in the Maths curriculum and share where necessary
- Attend regular training and share with school staff
- Review and develop the Maths policy
- Monitor the use of resources across school ensuring they are high quality and readily available

Impact

EYFS

Children are assessed against the Early Learning Goals at the end of Reception. Children complete a half termly assessment to monitor progress which teachers use to inform their teaching.

Key Stage One

Maths assessment is undertaken against the National Curriculum expectations. Following each Maths lesson, teachers complete a marking log and use this to decide if a child is ready to move on in their learning. At the end of each half term Maths assessments booklets are completed by the class teacher to determine where each child is working. Class teachers have discussions each half term and moderation is carried out to ensure consistency and accuracy across the year group.

Year 2 teachers use the interim frameworks and test materials to formally assess the children at the end of Key Stage One.

