Hasland Infant and Nursery 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 specifically designed to meet the needs of the children. 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.

All maths lessons begin with a 'Daily Count and Fluency' starter where children practise counting both forwards and backwards in different ways. Children are engaged in the counting sessions, and this is valued and celebrated by awarding our Counting King and Counting Queen.

The curriculum is delivered by the Class Teacher and is supported by a 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.

We have worked closely with the Maths Hub for a number of years. We have a clear mastery approach focussing on the 5 big ideas for mastery. These are evident within each maths lesson.

Children work collaboratively within Maths lessons giving everyone a voice and an opportunity to be heard and to share their ideas. Teachers use talk partners meaning everyone is included in discussions with all thoughts and ideas being valued.

Nursery

Children in Nursery have a Maths 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. Children also learn a range of number songs and rhymes to further support their learning.

The use of stories and picture books helps to present maths in many ways as well as bringing elements of maths into the real world.

Reception

Children in Reception also have a maths input each day. Teachers use the White Rose overviews. Weekly assessment is recorded to inform children's next steps.

Key Stage One

Numeracy is taught daily within Key Stage One. These lessons are include the 5 big ideas for mastery. They contain fluency, reasoning and problem solving. Class teachers choose children who may benefit from the support of the class teaching assistant during the main input. Teachers question children effectively and plan for the use of talk partners. Children will use carefully planned mathematical vocabulary and stem sentences. Teachers will use the non-example to deepen children's thinking and understanding. During the application part of the lesson, children will regularly complete a worksheet. These sheets are designed in a tiered approach comprising of three challenges that are progressively more challenging. This enables children to show their confidence, take risks and demonstrate independence.

Inclusion and SEND

At Hasland Infant School, we are an inclusive school that promotes the wellbeing, happiness and progress of every child. All pupils are entitled to a high-quality, ambitious curriculum that meets their social, emotional and learning needs. Maths lessons start with counting and fluency which is adapted to ensure all children are included within this part of the lesson.

Alongside the National Curriculum, we also use other assessment tools and approaches for children who may need adaptations to their maths curriculum. Formative footprints, celebratory checkpoints and EYSEN small steps are used by teachers to inform bespoke 1:1 and small group learning.

Links with the community

Through the teaching of Maths we provide children with a range of skills necessary for completing everyday tasks. Children are given the opportunity to reinforce and apply these skills in activities such as our Christmas Shop.

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
- Monitor the use of resources across school ensuring they are high quality and readily available
- To continue to work with the Maths Hub

Impact

Through the implementation and adaptation of the White Rose programme, this ensures that all children experience challenge and success. Our mastery approach supports children to develop their collaborative and independent skills. Teachers use regular assessments to support and enable the success of all learners. Assessment booklets are completed every half term, and moderation is carried out to ensure consistency across each year group and Key Stage. Our ongoing work with the Maths Hub enables teachers to continually develop their subject knowledge. Pedagogy is also strengthened meaning teachers are able to teach high-quality lessons. Parents are informed weekly about which mathematical concepts and strategies have been taught that week to help to support children at home.