

Waterthorpe Nursery Infant School



Mathematics Policy May 2017

Approved by: Curriculum Committee

Date: 11th December 2017

Next Review Date: Summer 2020

MATHEMATICS POLICY

Introduction

Mathematics provides a way of viewing and making sense of the real world. It is a creative activity involving imagination, intuition and discovery. Mathematics is a way of solving problems and a means of communicating information or ideas.

Aims

Waterthorpe Nursery Infant School pupils will be given opportunities to develop their mathematical skills, knowledge and understanding through a broad, balanced and enjoyable curriculum. We seek to provide opportunities for children to:

- develop their mathematical potential and create a confident and positive attitude towards mastering mathematics.
- equip themselves with the skills, knowledge, concepts and attitudes which will enable them to deal confidently and competently with mathematics in their lives.
- make progression throughout the school, building on existing skills, knowledge and understanding.
- use and choose from a range of resources, including Information Communication Technology (ICT) and have access to interactive activities.
- become familiar with the vocabulary and symbolisation of mathematics and communicate ideas to others.
- develop ways of working so they are able to perform mathematical tasks both independently and collaboratively.
- handle numbers with confidence using mental and written methods.
- meet the needs of the Early Years Foundation Stage (EYFS) Curriculum and the Key Stage 1 National Curriculum
- participate in family learning

Teaching and Learning

To support the EYFS Curriculum and National Curriculum we have published schemes and access to online resources from which teachers may select appropriate activities to match learning objectives. In KS1 there is a daily maths lesson. Mathematical topics are taught in blocks.

In Y2 children are grouped according to ability across the year group and taught in smaller groups. In Y1 the children are grouped within the class and work is differentiated.

In the EYFS Mathematical development is mainly cross curricular and links to the planned focus.

Resources

In KS1 and the EYFS, pupils are provided with the experience of working with a wide range of resources. Each base has its own selection of resources e.g. Numicon. Multilink, dice, number cards, 100 square, counting apparatus etc. These are available at all times, and

children are given opportunities to choose appropriate resources for a given task. Additional equipment is stored centrally in the maths cupboard. Teachers make the appropriate resources available to the children to support their mathematical investigations as and when required.

In FS1 Maths resources are kept in the Nursery. They are cross-curricular within the six areas of learning and are linked to the planning focus.

At the Foundation Stage and Key Stage 1 calculators are not used for solving problems involving number operations but a class set is available in school for use as a teaching aid for activities including number patterns, sequencing and role play.

Planning

EYFS

Staff in the EYFS use Development Matters as Long Term Planning. Maths is planned for in Enhanced Provision to allow children to make links in their learning across all 6 Areas of Learning. Staff plan weekly adult focussed maths sessions based on their observations of the children from the previous week.

Key Stage One

Long Term Planning - This is a yearly overview of the topics to be covered in the National Curriculum.

Medium and Short Term Planning - Unit planning sheets detail learning objectives taken from Development Matters and the National Curriculum. They include learning objectives for mental and oral, number, shape and space, measures and data handling.

Unit plans cover learning objectives and activities for each day. They include differentiation where appropriate for groups, key vocabulary and specific resources.

Unit plans are monitored by the subject leader (see Monitoring Policy).

Assessment and Record Keeping

This process takes place in several ways:

- Parents will receive an annual report informing them of their child's progress. As a result of Baseline Assessment parents of Reception children are informed of their child's starting point. At the end of the Foundation Stage they receive information about EYFSP data. Parents of Year 2 children will receive information of their child's level of attainment as a result of the Standards Assessment Tasks and Tests and Teacher Assessment.
- In FS1 and FS2, observations inform teachers' planning and provide evidence for the children's journals
- Quality, focussed marking in children's books (see Marking Policy)
- Teachers carry out on-going assessment through comments/colour codes on the short-term planning relating to individuals and groups to inform future planning.
- Baseline and Early Years Profile in F2
- SATs tests in Year 2
- Half termly summative assessments are entered on to the EAZ MAG tracker

Monitoring and Evaluation

This takes place in the following ways:

- Planning is monitored by the subject leader.
- All teachers have a lesson observed by the subject leader, Headteacher or consultant (see Monitoring Policy).
- A Mathematics Action Plan identifies focus areas for future development.
- Monitoring is carried out in year groups, Key Stages and with the Family of Schools
- Walkthroughs, work sampling and work scrutiny take place
- Informal discussions take place between colleagues and the subject leader

Staff Development

In order to maintain and build upon staff development, some of the following strategies will be used during a school year:

A curriculum day
Staff meetings
INSET courses
Continuous support on an individual basis from the subject leader

The Role of the Maths Leader

The Maths Leader will keep staff informed and up to date with the new documents, monitor the policy and the scheme of work, support staff planning in maths activities, manage the maths resources and organise INSET.

Review and Evaluation

This document will be reviewed in Summer 2020

Equality Impact Assessment Template

Name of policy or project being assessed?		Date
Maths		30/5/17
Priority Level		
High		
Medium		
Low	X	
Lead Officer: Helen Stokes		
Members of the assessment team: Helen Stokes & Suzanne Marriott		
Others involved in the assessment (peer review/external challenge): Co-ordinator's Committee members		
<u>What are the aims of the policy or project?</u>		
<p>Waterthorpe Nursery Infant School pupils will be given opportunities to develop their mathematical skills, knowledge and understanding through a broad, balanced and enjoyable curriculum. We seek to provide opportunities for children to:</p> <ul style="list-style-type: none"> ▪ develop their mathematical potential and create a confident and positive attitude towards mathematics. ▪ equip themselves with the skills, knowledge, concepts and attitudes which will enable them to deal confidently and competently with mathematics in their lives. ▪ make progression throughout the school, building on existing skills, knowledge and understanding. ▪ use and choose from a range of resources, including Information Communication Technology (ICT) and have access to interactive activities. ▪ become familiar with the vocabulary and symbolisation of mathematics and communicate ideas to others. ▪ develop ways of working so they are able to perform mathematical tasks both independently and collaboratively. ▪ handle numbers with confidence using mental and written methods. ▪ meet the needs of the National Curriculum by following the Primary National Strategy. ▪ participate in family learning through workshops and the Maths Bag Library 		
Who is the intended customer/service user of this project or policy?		
Children and staff		
<u>What are the desired outcomes from this project or policy?</u>		
To provide a clear approach to the learning of Maths		
List any other key policies, procedures, projects or strategies that this policy/project has implications on:		

Curriculum, Equal opportunities, assessment and marking	
<p><i>What are the racial, disability and gender equality implications of the policy or project?</i> To ensure that all groups are given equal opportunities to access this area of the curriculum</p>	
<p>Does the policy or project have any significant positive impact for:</p> <ul style="list-style-type: none"> ▪ Different racial groups ▪ Disabled persons ▪ Men and women ▪ Boys and girls 	Yes
<p>Does the policy or project have any significant adverse impact for:</p> <ul style="list-style-type: none"> ▪ Different racial groups ▪ Disabled persons ▪ Men and women ▪ Boys and girls 	No
Do you have any evidence?	
Is there any way that you could reduce or eliminate the adverse impact or increase positive impact?	
Action to take	
If you have indicated there is a negative impact, can it be justified?	
YES	<input type="checkbox"/>
NO	<input type="checkbox"/>
If you have indicated there is a negative impact and it cannot be justified, is it discrimination?	
YES	<input type="checkbox"/>
NO	<input type="checkbox"/>
If you have answered YES, please list all the changes that you have made to eliminate this discrimination:	
Please state how will you monitor the policy or project?: Policy review (by staff/governors by dates on policy	

Signed (Person completing the form):		Date: 30/5/17
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