



Dereham Church Infant & Nursery School

Mathematics Policy

This policy outlines the teaching, organisation and management of mathematics at Dereham Church Infant School and Nursery. The policy has been written through staff discussion and has the full agreement of the Governing Body. The implementation of this policy is the responsibility of all teaching and support staff. It compliments the calculations policy, and must be read alongside this. The Teaching and Learning and Assessment policies will also provide further guidance.

Subject Aims.

At Dereham Church Infant School and Nursery we believe Mathematics is a part of everyday life. Learning should be both fun and rewarding for children. Much of the teaching will be of a practical nature and we will encourage questioning, reasoning, investigation, fluency and problem solving using the correct mathematical language.

We aim:

- To follow the CPA (concrete, pictorial, abstract) approach.
- For all of our children to develop a love of numbers
- To provide the children with a well balanced and structured approach to Mathematics.
- For our children to develop number sense
- To teach a curriculum that supports the three mathematical aims- fluency, reasoning and problem solving.
- To develop resilient mathematicians that are prepared for their next stage of learning.
- To advocate that we learn from making mistakes.

Curriculum and Planning

Short term plans are written using the National Curriculum objectives and EYFS framework. Both EYFS and KS1 follow White Rose Maths. Planning ensures we offer continuity and progression. The weekly plans are set out using the agreed school format and should contain:

- Learning objectives for the main teaching focus
- Success criteria for the main teaching focus
- Opportunities for assessment, next steps/extension
- Vocabulary that will be taught and used throughout the lessons
- Misconceptions that the children could have or develop

It is expected that each class will have a minimum of a daily lesson, and maths will also be applied at various points throughout the school day. There is a maths based activity accessible to children within the continuous provision in the EYFS at all times.

Maths Meetings

Maths meetings take place daily in Nursery and Reception, and regularly in Year 1 and Year 2. These are fun, interactive whole class carpet sessions that last up to twenty minutes. They develop fluency and reasoning and include counting, statistics, money, geometry, measurement and time. Each year group has a coverage and progression map that is followed to inform planning and ensure consistency and progression.



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Learning and Teaching Styles

We understand the importance of children developing number sense as a firm foundation of their mathematical skills and aim for all children to achieve this by the time they leave EYFS.

The CPA approach is followed throughout the school and this enables children to understand and visualise what happens to numbers when they are being calculated.

We believe that it is important to make mathematical activities have real-life contexts and to give children the chance to apply their learning through a range of problem solving.

Children are taught a range of models and images and are then supported towards more abstract learning when they are ready (please see our calculations policy).

All teaching staff are expected to follow the school's calculation policy to ensure consistency.

Assessment

Records of progress in Mathematics kept for each child in the EYFS are as follows:

- In nursery they use the EYFS mathematical specific area of learning and the stages of development guidance, observations are kept on Tapestry.
- In Reception observations and assessment checks are kept in relation to the EYFS Mathematical Development specific area of learning and are used as evidence for the EYFS Profile. These are kept on Tapestry.
- Baseline assessment is completed within the first 4 weeks of children starting nursery and school. It is then recorded onto Pupil Asset. Progress is then tracked throughout the year.
- Observation notes and quotes from maths meetings.
- Reporting to parents is done three times yearly.
- Parents can access Tapestry online at home. They are invited to update Tapestry with any relevant maths learning that happens or takes place at home.

Records of progress in Mathematics kept for each child in Key Stage 1 are as follows:

- Ongoing assessment records which are evidenced from recorded work/photographs in maths books.
- Observation notes and quotes from maths meetings.
- Annotated maths plans
- Termly assessments are given to the Headteacher
- Assessments are recorded on Pupil Asset termly.

Reporting Progress

The maths leader reports the progress of Mathematics to the Head teacher each term. The maths leader's report summarises evidence taken from monitoring that has been completed- book looks, work moderation, discussions and interviews with children, lesson observations and learning walks and analysing data. The Head Teacher then reports this back to the Governing Body.



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Parental and carer Involvement

Advice is frequently given to parents and carers on how they can support their child's mathematics. This is achieved through:

- Maths open mornings for each year group to inform parents about how we teach maths and the opportunity to learn beside their child.
- Staff being available to talk with parents and carers when appropriate
- Comments between staff, parents and carers in the home-link book
- Letters in home link books
- Termly parent and carers consultations/open evenings
- Meetings for parents and carers
- Yearly written reports for individual children
- Written advice given to parents and carers at the start of the school year
- Advice during the new parents EYFS meetings in the summer term before the children start school
- Maths Home Learning advice, including: clear examples of methods used in class and the expected maths vocabulary that children should use
- Copies of the school calculation policy sent home
- Maths reading cafés

This maths Policy was written on: 10th May 2022