



Woodgrange Infant School Mathematics Policy

Introduction

Mathematics is a core subject within the National Curriculum and is a specific area within the revised Early Years Foundation Stage Curriculum.

This policy has been drawn up as a result of staff discussion and has the agreement of the Governing Body. The implementation of this policy is the responsibility of all teaching staff.

Aims of this policy

- To develop a whole school approach to the teaching of Mathematics
- To outline a range of strategies for teaching Maths and ensuring pupil progress
- To ensure the whole staff understand how to support pupils' development in Maths

How we teach Maths

At Woodgrange Infant School we believe that it is important for young children to meet Maths ideas through direct experience and relate them to their everyday life experiences. Children learn more quickly through handling objects and talking about concepts before they are asked to represent or record ideas.

The programmes of study and the Early Years Foundation Stage Curriculum form the content of the school curriculum for mathematics and the activities that the children undertake are planned from these.

Each term children are given opportunities for

- practical activities
- consolidation and practice of fundamental skills and routines
- learning through mathematical games
- individual, group and whole class discussions and activities
- problem solving
- mathematical investigations
- Discuss their work with teaching staff and review their learning targets.
- Using ICT where appropriate

Mathematics is used, applied and developed through activities in other areas of the curriculum where appropriate e.g. the use, recording and analysis of measurement skills in Science and Design technology.

Classroom organisation and the role of adults

We provide opportunities for children to work:

- independently or collaboratively
- in large or small groups either independently or with an adult
- as a whole class

Adults support learning in a variety of ways:

- questioning, scribing or recording, modelling, listening, challenging, observing, assessing and planning next steps etc...

Each class has its own resources which are accessible to all children.

Maths in the Early Years Foundation Stage

All children in the EYFS follow a broad-based curriculum and have a wide range of opportunities to explore mathematical concepts; both planned and self-initiated inside and outdoors. Children also take part in whole class and group activities designed to develop mathematical language and concepts. Resources are used imaginatively and creatively to stimulate curiosity and excitement about the world around them.

Assessments are observation based and inform planning to build on prior knowledge and understanding.

Supporting all learners

All children should have full access to a full and stimulating curriculum. We aim to achieve this through differentiation; providing either support such as through adapted resources or extension as appropriate. We try at all times to ensure our curriculum and resources reflect our pupils' interests and experiences and differing learning styles.

Supporting Bilingual Learners

In our teaching of Maths we place particular emphasis on the teaching and development of mathematical language and use a wide range of strategies to support all pupils including those who speak English as an additional language. We do this through using visual and practical resources and explanations. Where possible we use a child's home language. Key vocabulary is emphasised in whole class sessions and children are encouraged to use this vocabulary in their recorded work and when they are verbally explaining their ideas. Any classroom displays incorporate key vocabulary and questions.

How do we assess maths?

We use a wide range of strategies to inform us about progress including:

- Observing children working
- Talking to and questioning children in groups, as a class or individually
- Marking recorded work and discussing with the children
- Reviewing recorded independent work

These assessment strategies inform learning and progress in the short term- the next few lessons and groups will be adjusted in response to this information.

Three times a year children's work is assessed against the objectives for the year group as set out in the National Curriculum. Progress is tracked and evaluated to:

- identify pupils in need of either support or extension
- identify areas of difficulty or areas of strength in terms of teaching or curricular provision
- set new targets for learning which are shared with pupils

This evidence contributes to the overall picture of achievement for each child in the longer term.

Monitoring and evaluation

The effectiveness of this policy and of practice will be monitored by the coordinator and the headteacher through:

- Lesson observations
- Scrutiny of children's work and planning
- Tracking of pupil progress data
- Discussions with pupils

We will know this policy is effective if all children make good progress within lessons and over time. Children are able to apply their mathematical understanding in a wide range of contexts across the curriculum.

Date of policy January 2015 Review date 2018