



## Pentland Infant and Nursery

### Maths Policy

#### **Introduction**

At Pentland Infant and Nursery school we believe that all of our pupils should achieve to their full potential. Maths is a life skill that we aim to provide a love of in school by providing our children with exciting and challenging experiences.

#### **Aims**

- Develop skills in counting, understanding and using numbers effectively
- Calculate simple addition and subtraction problems
- To become fluent in the fundamentals of mathematics
- To develop conceptual understanding and the ability to recall number facts and to apply their knowledge and understanding
- Develop logic and reasoning skills

#### **Intent**

Maths is a skill that we use on a daily basis and is an essential part of everyday life. Therefore at Pentland Infant and Nursery it is our aim to provide children with a lifelong love of maths that will stay with them throughout their lives. We promote enjoyment and enthusiasm for learning through practical activity, exploration and discussion. We use a variety of resources and strategies to promote confidence and competence with numbers and the number system. We understand the importance of develop reasoning and problem-solving skills and provide opportunities to develop these skills, allowing them to make useful connections to their prior knowledge and understanding. We want children to make rich connections across mathematical ideas to develop fluency, mathematical reasoning and competence in solving increasingly sophisticated problems. Our curriculum is carefully planned and structured to ensure progression from the Early Years to the end of Key Stage 1. Children will explore features of shape and space and develop measuring skills in a range of contexts

#### **Implementation**

At Pentland Infant and Nursery School we understand the importance of a variety of teaching and learning styles being used in mathematics lessons. Our principle aim is to develop children's knowledge, skills and understanding in mathematics, alongside their love of the subject. We do this through daily lessons that has a combination of whole class and group teaching. In Key Stage 1 they last for approximately one hour. Teachers of the EYFS ensure the pupils learn through a mixture of adult led activities and pupil initiated activities both inside and outside of the classroom. Mathematics is taught through an integrated approach

From Reception class to Year 2 we follow the White Rose Maths scheme of learning. We have created our medium-term plans in line with the White Rose small steps, but have altered the order to suit and benefit the needs of our children so that connections between units of learning are easier to recognise. Throughout our maths lessons we develop a fundamental understanding of the

meaning and composition of each number, enabling children to have a rich understanding and apply this to their future learning.

Daily, in the moment assessment is carried out, allowing for children to have the time to rectify their mistakes in a timely manner. Children develop their learning and understanding using a range of concrete resources. Whenever possible we attempt to present children with opportunities to use and apply their mathematical learning in everyday situation outside the discrete lesson to put their learning into context.

### **Impact**

Monitoring of the standards of children's work and of the quality of teaching in Mathematics is the responsibility of the subject leader and senior leadership team. This is done by regular learning walks and the scrutiny of maths books. Timely feedback is then given to all staff to ensure that the teaching and learning of mathematics throughout school is consistently high. Children throughout school can confidently use a range of strategies and resources when tackling maths activities. They make connections and apply mathematical knowledge in other areas of the curriculum as well as in maths lessons. All children make good progress, measured from their individual starting points and the age related National Curriculum expectations. We want all of our children to enjoy maths and talk confidently and enthusiastically about their learning.

### **Assessment**

Assessment is an ongoing process, providing an integral part of teaching and learning. Teachers and support staff make daily assessments of children by

- Regular marking of work, picking up on misconceptions and enabling all children the opportunity to amend and consolidate their learning
- Carrying out observations
- Asking probing questions and listening to the answers, developing a deeper thinking and understanding

All assessments are used to inform future planning, with lessons being adapted readily to ensure that misconceptions are addressed.

Summative assessments are carried out at least on a half termly basis and from Nursery to Year 2 this data is then input onto Target tracker before being analysed for any gaps.

Pupil progress meetings are held every term with the Headteacher and SENCO to identify any gaps and carefully plan interventions.

At the end of the Reception year all children will be assessed against the Early Learning Goals whether they are working towards (1) or have met (2) the goals. At the end of Key Stage 1 the Year 2 teachers carry out detailed teacher assessments which are moderated across school and other schools in the Local Authority. The children also complete the End of Key Stage 1 SATs.

### **Inclusion and Equal Opportunities**

Providing a broad, rich and balanced curriculum is at the heart of Pentland. All staff have high expectations of all children, ensuring that any barriers are faced to enable the best possible outcomes for all children. We want all children in Pentland to feel happy, safe and secure and

always ensure that our curriculum is inclusive for all. A mixture of individual, group work and whole class teaching is used to ensure that all children are included within the maths curriculum.

### **Special Educational Needs and Disabilities**

Class teachers, with guidance from the SENCO, have a responsibility for ensuring that all children are able to access the maths curriculum at their own level. Teaching assistants for children with EHCPs should be thoroughly briefed by the class teacher before lessons and be clear on the mathematical development of the children. Where children are high achievers in maths, appropriate challenges will be given.

### **Role of the Subject Leader**

The overall role of the maths subject leader is to ensure that the standards for maths teaching and learning is consistently good or better. The roles include but are not limited to

- Attend the most recent training and cascading the most up to date practise back to the rest of the staff team by leading INSET or staff meetings.
- Monitoring maths teaching and learning throughout school (learning walks, book looks, pupil interviews and observations)
- Analysing data and tracking children's progress in maths
- Updating and monitoring maths action plan which highlights strengths and areas for development across school.
- Ensuring that the resources in school are of high quality and are used effectively
- Writing and updating maths policies
- Cascading important information to the governing body

Policy written by – Stephanie Bell

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