



# **CROFTLANDS INFANT AND NURSERY SCHOOL**

## **Maths Policy**

### **Intent**

At Croftlands Infants & Nursery we offer the children a balanced mathematics curriculum based on the National Curriculum and EYFS Statutory Framework & Development Matters in order to develop a range of mathematical skills for our children.

We aim to create positivity and enthusiasm towards Mathematics, with an awareness of the diversity of the subject. • We aim to make the children competent and confident in taking risks to apply mathematical knowledge, concepts and skills. • We will provide them with the necessary skills to be able to solve problems, reason mathematically and think logically and systematically. • We aim for children to be able to work independently and in cooperation with others. • We aim for children to be able to use and apply mathematics across the curriculum, and to understand the application of mathematics in real life contexts and scenarios.

### **Implementation—Roles and Responsibilities**

The Maths lead has a clear overview of the Maths teaching taking place at Croftlands Infants & Nursery. The Maths lead is responsible for structuring the mathematics curriculum and ensuring its planning, delivery, content and assessment is of the highest quality. The lead will oversee the distribution and use of resources, liaisons with external agencies and the monitoring of teaching and learning in mathematics across the school. Class teachers are responsible for planning and delivering maths each day in consultation with the maths leaders.

### **Implementation—Teaching and Learning**

At Croftlands Infants & Nursery, children are taught in an environment centred on the balanced mix of independent work, partner tasks and whole class tuition. Teachers work to support and guide their children through the following stages of development: Talking mathematically; using appropriate vocabulary and examples each. Developing the use of concrete, pictorial and abstract means of recording. Using and applying flexible mental strategies to solve calculations. Explain and justify their use of strategies or resources to solve problems and calculations. Understanding when to apply either written or mental methods when completing calculations. To develop skills of reasoning and problem solving, embedding these skills through regular opportunities.

### **Impact - Assessment**

The teaching and assessing of mathematics at Croftlands Infants & Nursery follows the Assessment for Learning cycle of; plan, teach, review, assess. Children's work is marked regularly, as part of our marking policy and assessed against national curriculum objectives.

Key stage 1 children are assessed termly using the White Rose Maths scheme and their progress is tracked each term.

Children in EYFS are assessed regularly using the Early Learning Goals.

**Be Caring**  
**Be Happy**  
**Always Do Your Best**

●SATs Preparation Assessments: Years 2 undertake a range of preparation assessments over the course of the year. These tests are used to track progress and attainment, encourage children's confidence, and support the identification of gaps in knowledge and understanding.

### **Intent - Equal opportunities and Special Educational Needs.**

All children have equal access to the Mathematics curriculum, regardless of race or gender. Children access the curriculum at the level appropriate to them, ensuring rapid measurable progress. Resources and learning environments are planned and designed to enable all children access to the learning required. Differentiated activities are provided to support struggling learners and challenge rapid graspers so they are able to work at greater depth in mathematics.

### **Implementation - Planning and Time Allocation.**

All class teachers are responsible for weekly planning, based on the agreed yearly overviews. Class teachers are supported to adapt materials for their own classroom. Teachers will: ● Identify the appropriate teaching and learning strategies required. ● Plan lessons with a balanced and engaging range of activities. ● Plan for the specific needs of children within their own class. ● Assess children routinely using formative and summative approaches.

### **Implementation— Curriculum**

We believe all children can succeed mathematically, and as such all children should follow the same curriculum and expectations.

We ensure, through our informed planning and preparation process, that all children are given opportunities to: ● Experience practical mathematical activities and games to support their learning ● Develop their reasoning, questioning and problem solving skills in a variety of contexts ● Take part in class, group, partner and independent learning and activities ● Learn, use and apply a range of methods to calculate solutions

### **Implementation— Parental Engagement.**

We involve our parents and communities in our children's learning when appropriate. We provide children with homework to consolidate learning in school and we provide parents with activities to create learning opportunities at home via our class dojo system.

### **Implementation - Resources**

Staff have access to a wide range of concrete resources with which to develop children's understanding. Across Croftlands Infants & Nursery, our children are taught to use mathematical resources productively and confidently, and to assess which resources are appropriate to support their learning.