



Mathematics Policy

Date of last review: 5 November 2019

Date of next review: November 2021

Reviewed by: Jayne Staves

This policy will be reviewed sooner if there is a change to legislation or guidance which may affect it.

Introduction

This document is a statement of the aims, principles and strategies for the teaching and learning of Mathematics at Whitecross Nursery School. Mathematical development depends on becoming confident in learning and using key skills including counting, sorting, matching, seeing patterns and experimenting and working with numbers, shapes and measures. We follow the statutory framework for the Early Years Foundation Stage (April 2017) and use the guidance (2012) to work towards the Early Learning Goals in Mathematics which are divided into the two areas of Number and Shape, Space and Measure.

Aims

- To ensure children develop confidence in Mathematics by encouraging curiosity and questioning.
- To give children an environment which is safe and secure and which provides encouragement for the development of all aspects of Mathematics.
- To ensure there is equality of access and opportunity for all children to develop their skills in Mathematics.
- To seek to ensure that all children achieve their full potential in all aspects of Mathematics by the time they leave us to move on to FS2.

Statutory Requirements

In the Foundation Stage children should be given opportunities to

- Develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems.
- Describe shapes, spaces and measures.

Teaching and Learning

The school believes that staff must work together to plan, deliver and moderate the teaching of Mathematics to ensure that expectations are high and children are able to achieve to the best of their ability.

Organisation of the learning environment and resources.

We offer an environment which encourages children to develop an enjoyment of Mathematics. There are opportunities for children to develop their skills in using number, shape, space and measure across all areas of continuous provision both inside and out. Most areas have interactive print displayed and include resources which enable children to pursue their own mathematical investigations. Staff model the use of resources and of mathematical language as they interact with children.

Planning

The staff work closely alongside children, observing and evaluating their interests. These observations are brought to planning meetings when we discuss how we intend to progress children's learning in all areas.

A range of strategies are used to support the children in the development of their skills in Mathematics including

- Providing daily opportunities to count, sort, match and solve problems.
- Modelling mathematical language such as lots, more, fewer, how many, full, empty, long, short, heavy, light.
- Giving children reasons to count, such as number of children in group, number of pieces of fruit at snack time.
- Modelling problem solving, including counting on and back, and use of mark-making to support thinking about number problems.
- Sharing number rhymes, songs and stories, using props such as puppets and so enabling children to revisit independently.
- Whole group 'Big Maths' activity which includes counting in ones and tens, counting for a purpose, calculating through rhymes and 'squiggling' numbers with pom-poms.
- Opportunities to explore shape and space and experiment with measures in block play, sand and water, all available indoors and outside.
- Opportunities to use developing mathematical skills during the daily routine including at tidy time.
- Opportunities for noticing number and shape and for giving directions during walks in the local environment.

Training and support

Staff have access to training sessions at the local Hub, which enable them to meet with colleagues from other schools as well as update their knowledge. Other opportunities are available for CPD through courses further afield and visits to other settings.

The lead practitioner (Mr Dunncliffe) has attended several sessions on 'Mastery Maths'.

Equal Opportunities / Inclusion

Resources and activities are differentiated when necessary according to the specific needs of individual pupils in each cohort of children. We regularly use visual timetables, for example, to enable all children to develop an understanding of time and the routine of the day. We liaise with

each other to ensure the needs of all individuals are met (including SEND, EAL and Gifted and Talented), targets are set and reviewed, questions and activities are differentiated.

Monitoring and Evaluation

Records are kept and next steps identified for individual children by their key person. Feedback is given to individuals and to small groups of children during and on completion of activities. Formative assessments are moderated each term and data is used to inform key persons and to set targets. Summative assessments are shared with parents and schools in the form of a written report.

Regular monitoring of resources – The lead practitioner monitors resources and activities.

Role of Governors / Parents

Governors visit the school to monitor the physical and emotional environments and to observe adults working alongside children and teaching both small and whole group sessions. All Governors are kept up to date with the teaching and learning taking place through feedback to the Standards Committee. The progress and attainment data for the previous year's cohort of children is shared with Governors and, as a result, priorities for school improvement are agreed. Governors support the development and reviewing of policies on a regular basis.

Parents are kept informed about their child's individual progress through termly meetings with their key person, when they have the opportunity to discuss their progress in all areas of the curriculum. All parents are invited to attend a workshop on Mathematics during the spring term. There are also ideas for ways in which parents can support their child's mathematical development on the Nursery website.

A copy of this Mathematics Policy is available for parents who wish to see it, either on the website or as a hard copy available from the school office. They are also able to see the activities available to their children at the beginning of each Nursery session and this enables us to work in partnership with them to develop their children's Mathematics skills.

Links to other Policies:

- Early Years Foundation Stage Policy
- PSHCE
- Physical Development
- Special Educational Needs
- Equality and Diversity
- Risk Assessment
- Offsite Visit
- Health and Safety