

Imperial Avenue Infant School

Maths Policy

Our rationale – Through teaching maths at Imperial Avenue Infant School, children will become confident mathematicians who have a love of the subject and an enthusiasm to talk about what they know, using this to solve mathematical problems.

Aims

Our Maths curriculum aims to:

- To enable our pupils to become competent and confident with numbers, shapes and measures.
- To encourage them to develop ways of solving mathematical problems in a variety of contexts.
- To support them to be able to explain their methods and understanding through clear mathematical reasoning.

Objectives

To teach objectives in line with National Curriculum 2014 using a maths mastery approach and EYFS framework 2021.

Planning

Imperial Avenue Infants has long term and medium plans for Maths.

EYFS

Planning is produced as a team using the EYFS framework 2021 and is now focused on the NCETM Mastering Number Programme. Learning is also planned by staff to extend the children's learning beyond number, developing shape, space and measure knowledge. These plans all follow the guidelines set out in the teaching and learning policy.

KS1

Across Key Stage One plans are interlinked so that learning across the year groups is similar and progressive, using the National Curriculum for objectives to guide the teaching and learning. There is a particular focus on the DFE 2020/21 Maths Guidance: Ready to Progress Criteria to ensure children have the skills and understanding in key mathematical areas. Individual lessons are planned in a mastery style in order to develop efficient mathematicians who show deeper thinking. Extra fluency learning is taught through the planning from the NCETM Mastering Number Programme.

Monitoring

This is done through regular observations of work in books, alongside lesson observations, planning reviews, pupil interviews and staff discussions to check coverage of the curriculum and to identify areas for future development.

Assessing and Reporting

Assessment of Maths is carried out in line with the teaching and learning policy and assessment policy (see separate policies). Staff regularly assess against National Curriculum statements that have been aligned to the structure of our units of work, to make judgements half termly and record this on Sonar. This information is then discussed at Pupil Progress meetings where any issues of progress are discussed with the head teacher. Appropriate action is taken to ensure all children are able to reach their full potential. This may be in the form of extra support inside or outside of the maths lesson. At the end of year 2 staff assess against the National Teacher Assessment Framework.

Children's work

Children begin by working practically in maths to build skills, particularly in the early years. When their knowledge and understanding increases, they are encouraged to record their ideas. As they progress through the school they record work frequently in their individual maths book. Staff then mark the work in line with the school's marking policy. As well as recording their work, children are supported and expected to talk in full sentences about what they have done, explaining their ideas using their mathematical understanding.

Health and Safety and Safe Guarding

- When children use equipment within maths lessons, this is modelled by the teacher first.
- Children are taught how to work with partners to use equipment effectively and safely.

Maths Co-ordinator:

Katie Johnson

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