



'I can do all things through *God*, who gives me strength'

Philippians 4:13

Newton Solney C of E (VA) Infant School

## **Mathematics Policy**

## **Introduction and why we teach Mathematics**

Mathematics is a core area and has a high profile within our curriculum and school life. It is essential that children are encouraged to acquire the basic skills and understanding of Mathematical concepts to enable them to be independent learners and successful Mathematicians in all spheres of everyday life. At Newton Solney CofE (VA) Infant School, the highest priority is given to children becoming confident in these core skills, and our curriculum and day-to-day activities support children in gaining these vital skills.

*'Newton Solney C of E (VA) Infant School is a friendly, caring and happy family, where children learn in a creative environment to reach their full potential within the love of Jesus.'*

Our school vision is evident in our Mathematics Policy and Mathematics curriculum. With the love of God, children are nurtured and supported to achieve their full potential to fly high, from their own individual starting points.

Our school policy is matched to the requirements of the National Curriculum 2014 and the EYFS (Early Years Foundation Stage). Mathematics is a core subject and therefore, all children, need to be provided with a thorough grounding in all aspects of the subject at Foundation Stage and Key Stage One. This will also prepare them for the next stage of the curriculum in KS2.

## **Our Aims in Teaching Mathematics**

- To ensure the children develop a sound understanding and achieve competence in the specified areas of Foundation Stage and KS1 of the National Curriculum 2014.
- To enable the children to develop an awareness of mathematical skills and concepts and their relevance in the world around us.
- To encourage the children to develop an enquiring mind and to have the ability to investigate problems.
- To teach children the necessary mathematical language which will allow them to understand and communicate ideas.
- To promote a positive attitude to Mathematics, so that enjoyment and enthusiasm will lead to motivation.
- To encourage the children to take a pride in the presentation of their work, so that their thoughts and ideas are conveyed in a clear, logical way.

## The Teaching of Mathematics

At Newton Solney CofE (VA) Infant School, we use the White Rose scheme to support our teaching and learning in Mathematics. This is a research-driven method that meets the goals of the National Curriculum as well as focussing on Mastery.

A Mastery approach:

- **Puts numbers first:** Our schemes have number at their heart, because we believe confidence with numbers is the first step to competency in the curriculum as a whole.
- **Puts depth before breadth:** we reinforce knowledge again and again.
- **Encourages collaboration:** children can progress through the schemes as a group, supporting each other as they learn.
- **Focuses on fluency, reasoning and problem solving:** it gives children the skills they need to become competent mathematicians.

We are an inclusive school and look for all our learners to access the very best provision. Therefore, at the heart of our mastery approach is the Concrete Pictorial Abstract (CPA) approach. Research shows that when children are introduced to a new concept, working with concrete physical resources and pictorial representations leads to a better understanding of abstract concepts. We use CPA throughout our schemes of learning.

By using this approach, we provide more opportunities for more able pupils to explore mathematical concepts at a deeper level, while making sure no child falls behind during lessons.



Mathematics is delivered in each class on a daily basis for 1 hour but with a degree of flexibility in EYFS. Mathematics is also fed into other curriculum areas e.g Computing (graphs), Topic (timelines).

Teaching Assistants, parent helpers and students (university/college) work under the direction of class teachers to:

- Support Mathematics catch up/ interventions.
- Support groups of children with a set task.

## Resources

Most of our resources can be found in clearly labelled storage boxes in the Year 1 /Year 2 classroom.

Swans resources are kept within the Reception classroom and Swan shed.

All classes have access to computer tablets and a smart board.

## **Equality**

The Mathematics curriculum adheres to our school Equality Information and Objectives Policy. It is the responsibility of all staff to ensure that all children access the Mathematics curriculum and are treated equally, regardless of race, gender, gender reassignment, disability, age, religion or belief, socio-economic backgrounds and sexual orientation. We are an inclusive school and teach Mathematics to all children respecting individual needs. The Mathematics curriculum takes into account issues of difference including: gender, race and ethnicity ensuring literature/characters/events/settings from across a wide range of genres and cultures is taught and key features shared and explored.

## **Assessment**

Please see ARRA policy.

## **Role of the Mathematics Co-ordinator**

Davinia Gamble, as Mathematics co-ordinator, encourages and supports colleagues in their teaching of Mathematics. She has the responsibility to ensure that the policy is implemented, used and reviewed and that resources are regularly monitored and evaluated. Lessons are monitored and evaluated each year.

Up to date information is received through LA bulletins and staff training.

## **Links**

White Rose Resources-

- WRM Calculation Policy 2024
- National Curriculum 'Ready to Progress' Mapping

This policy was reviewed and amended in November 2024. The policy was reviewed by the Teaching and Learning committee in November 2024 and by the Full Governing Body in December 2024.

Next review November 2027.