



# **Linton CE Infant School**

**Policy for:**

**Maths curriculum**

**Agreed by: Curriculum & data committee**

**Date: February 2022**

**Review Date: February 2024**

# **Linton CE Infants where happiness and achievement go hand in hand**

---

## **Linton CE Infant School: Where happiness and achievement go hand in hand**

The staff and governors at Linton C.E. Infant school provide an environment where children and all school members can be happy, healthy, and safe and achieve their full social and intellectual potential.

We do this by:

- creating a caring, Christian environment,
- creating happy, stimulating and exciting opportunities for learning,
- developing positive relationships based on respect of self and others,
- supporting a creative approach to personal development and growth.

We work in partnership with parents and our wider community to fully equip children for their future

### Introduction

This policy outlines the teaching, organisation and management of the mathematics taught and learned at Linton C.E. Infant School. It reflects the school's values and ethos. The policy has been drawn up after staff consultation and has been agreed by the Governing body. The implementation of the policy is the responsibility of all the teaching staff.

### Rationale

Mathematics is an integral part of the national curriculum. Mathematics is a creative and highly inter-connected discipline that has been developed over centuries, providing the solution to some of history's most intriguing problems. It is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment. A high-quality mathematics education therefore provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject.

### Aims

Our aims are to enable children to

- become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that children develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language
- solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

### Objectives of Curriculum

Children will be taught a range of knowledge of skills in both Early Years and Key Stage 1. Please see curriculum objectives.

### Early Years Foundation Stage

In Early years mathematics is taught through discrete lessons as well as implicitly through high quality learning activities provided through continuous provision and an enabling environment. In addition, mathematical learning opportunities are exploited through daily routines such as register, snacks and tidy up times.

# **Linton CE Infants where happiness and achievement go hand in hand**

---

## Key Stage 1

In Key Stage 1 mathematics is taught discretely in lessons or through current topics depending upon the skills being taught. Topics enable mathematics skills and understanding to be further applied in real life contexts and purposes.

As a school we use White Rose Maths scheme alongside resources from the National Centre of Excellence in Teaching Mathematics (NCETM) to support our planning and teaching of mathematics (see footnote).

## Organisation

Where appropriate many cross curricular links will be made to tie the learning of the mathematics skills to the current topic being taught.

In lessons a variety of approaches will be used to ensure continuity and progression. Lessons will include a blend of whole class teaching, group work and individual work.

Learning activities may consist of

- Groups, usually of mixed ability or differentiated tasks
- Breaking down skills and teaching them in parts.
- Building on previous knowledge
- Teacher produced work sheets
- Relevant discussion at class, group and paired level
- A chance for groups to communicate findings in a variety of ways including the use of ICT
- Resources and tools from the White Rose Maths scheme and NCETM.

Within a class there will be a wide range of abilities, from those who are more able to those who have special educational needs. The class teacher will provide differentiated activities for the children through task, outcome and resources and the support given to meet the needs of the individual.

## Planning

Planning is carried out on 3 levels

- Long term planning of topics covered shown in a curriculum web and mapped out to ensure complete curriculum coverage
- Medium Term planning
- Short Term planning

Planning is the responsibility of individual teachers and should be used to

- Set clear objectives
- Ensure work is matched to pupil's abilities and interests
- Ensure progression, continuity and subject coverage throughout the school.

## Assessment and Recording

Assessment will be used to inform teaching in a continuous cycle of planning, teaching and assessment. Short term assessments will be an informal part of every lesson to check pupil understanding and give information, which will help teachers to adjust day to day lesson plans.

Medium term assessment will take place after each term after the topic has been completed. Children will be assessed as working above expectations, on track or working below expectations.

# **Linton CE Infants where happiness and achievement go hand in hand**

---

At points of transition relevant assessment data will be passed on to the pupil's next teacher in line with the schools assessment procedure.

Recording is used to note an individual's progress and to provide guidance for future learning and teaching.

The subject will be monitored by the subject leader as outlined in the 'Monitoring and Evaluation' Policy. This includes work scrutiny's, planning scrutiny's, professional dialogue with teachers, reporting and evaluating resources. After these events, feedback will be given to both the Senior Leadership Team and the teaching staff.

## Resources and manipulatives

A range of resources and manipulatives will be used to assist in delivering the mathematics curriculum. It is the role of the mathematics subject leader to ensure the equipment is in good repair and available for all parts of the curriculum to be delivered. It is also the responsibility of all teaching staff to let the mathematics subject leader know of any need that is not being met with the current equipment. ICT resources are used to enhance teaching and learning.

## Special Educational Needs and Equal Opportunities

In line with the school's equal opportunities policy, all children will have an entitlement to all aspects of the mathematics curriculum.

Linton Infants cultivates an ethos that recognises and nurtures the unique contributions that can be made by each individual child and member of staff. Our children are from a variety of religious and cultural backgrounds and are encouraged to develop positive and tolerant views of one another and those outside the school community.

We teach mathematics to all children, whatever their ability. mathematics forms part of the school curriculum policy to provide a broad and balanced education for all children. We provide learning opportunities that are matched to the needs of children with learning difficulties. Our work takes into account the targets set in the children's Personal Plan.

We provide learning opportunities that are matched to the needs of children who have English as an additional language (EAL) and lessons are supported by where appropriate lessons by visual cues and word banks and investigative work is interactive.

We provide learning opportunities that are matched to the needs of children who are working at greater depth through setting challenging tasks and mastery tasks.

## Review procedures

The school's mathematics policy will be initially reviewed after 2 years, and afterwards when:

- There has been a significant change in staff or pupil intake
- There have been changes in Early Years Foundation Stage or National Curriculum requirements
- New information has been made available affecting an aspect of the policy: health and safety for example.
- A new coordinator is appointed

### *\*Footnote*

White Rose Maths <https://whiterosemaths.com/>

NCETM <https://www.ncetm.org.uk/>