



INTENT – We aim to ...

Subject on a Page: Mathematics



Become fluent in the fundamentals of Mathematics, including through varied and frequent practice with increasingly complex problems over time so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.

Reason mathematically by following a line of enquiry, identifying relationships, making generalisations and developing an argument, justification or proof using mathematical language.

Solve problems by applying their mathematical skills to a variety of routines and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.



IMPLEMENTATION – How do we achieve our aims?

Planning/Curriculum: At Newhall Infants, children are taught using the White Rose progressional framework for teaching Mathematics. This provides small steps of learning which support the mastery approach to teaching. Within the progression, the sequence for every year group begins with place value to ensure all children have a firm grounding in number before moving onto more challenging concepts.

Recording: Much of the children's Mathematical learning is completed practically. Any worksheets used are from White Rose. Squared paper is used for children to record their Maths work. All sheets and paper are kept in an individual maths file. Children work on the same concept and questions but tasks are adapted through the use of questioning, scaffolding, support and additional challenges through the lessons.

Assessment: In EYFS, assessment is ongoing and based upon teacher conclusions of whether a child's development is 'on track' or 'not on track'. Reception teachers use the 'baseline' assessment at the beginning of the year and then hold formative mathematical assessments twice more throughout the year to monitor progress. In KS1, staff constantly assess pupils' knowledge during lessons. Informal assessment throughout the units taught provides opportunity for recall and reviews of prior learning, this informs teaching and any additional support required. The children also complete an end of block assessment. Teachers use this information to inform future planning and adapt teaching appropriately.

Vocabulary: White Rose provide the vocabulary to be used in lessons within the planning. Stem sentences and key questions are also provided. Staff will ensure the correct vocabulary is used during teaching and opportunities will be given for children to revise and use this vocabulary regularly.

SEND (inclusion and adaptations): In some circumstances where it is apparent that a child's needs would be best met by adapting independent tasks, including coverage of the content from previous years, all and any specific arrangements will be shared with relevant staff and parents. Children who benefit from in-school SEND support will have additional adult-support to ensure that learning is inclusive and works for each child's needs.

EYFS: In EYFS, children explore the specific area of learning, 'mathematics' through a mix of play-based continuous provision and adult-led activities in which Nursery children engage in understanding numbers, particularly 1-5, and using shapes to make patterns, and Reception children use the White Rose framework to engage in targeted and specific mathematical learning each day to prepare them for KS1.

Monitoring: The quality of the Maths curriculum is regularly monitored through a variety of activities including regularly meetings with teaching staff, learning walks, analysing data and 'open-book' pupil interviews/pupil voice. The Maths governor link is Richard Goodwin who works in collaboration with the Maths lead to monitor the Maths provision across school.

Disadvantaged children: All children have access to Maths teaching and learning, irrespective of attainment and social background. Teachers ensure that opportunities to learn both inside and outside of the classroom are accessible to all through adaptive teaching and the use of adult support for those who benefit from this.

CPD: Staff questionnaires will be completed termly to assess their needs for any support/CPD required. Half-termly evaluations and training to develop further subject knowledge.



IMPACT – How do we know if we've achieved our aims?

High levels of engagement. Children will enjoy a range of activities provided for them in maths and are able to complete challenges they are given.

There will be evidence across the school of children working towards becoming fluent in the fundamentals of mathematics.

Children will become more confident in using mathematical vocabulary to explain their thinking.

Children will quickly and efficiently recall facts and procedures.