

## Grange Infant School

### Mathematics Policy

#### Rationale

Being numerate is essential for everyday life and for unknown futures. Maths helps us to make sense of the world around us, by developing the ability to calculate with fluency, to reason, and to solve problems with confidence.

#### Aims

- to develop competence in mathematical knowledge, concepts and skills.
- to develop an ability to solve problems, to reason and to think logically whilst becoming fluent in mathematical concepts and methods.
- to increase pupil confidence in maths.
- to develop a positive attitude towards mathematics.
- to provide a curriculum which is engaging and relevant.

#### Curriculum Content

We follow the National Curriculum for Maths which sets out three key aims of fluency, problem solving and reasoning. The content of the curriculum is focused predominately on number but also includes measurement, geometry and statistics. Teachers refer to the Ready to Progress criteria to ensure pitch is correct.

#### Curriculum planning

Planning is undertaken at three levels

1. Long term planning is based on the yearly teaching programmes set out by the National Curriculum and with guidance from HIAS (Hampshire Inspection and Advisory Service)
2. Medium term planning is set out on the maths whole school overview.
3. Short term planning is carried out weekly in year group meetings or by individual teachers based on how children are progressing with a concept.

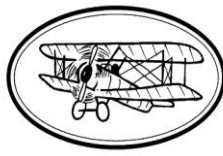
#### Organisation

Maths lessons will last for approximately one hour. Children move between flexible groupings based on on-going teacher assessment.

#### Teaching Strategies

The teaching of mathematics at Grange Infant School provides opportunities for:

- mathematical observation and time to make connections mentally.
- mathematical discussion and time to reason
- written computation including; number sentences, bar models, unstructured number lines and jottings.
- Open ended investigations
- problem solving



- ICT with the program Mathletics which can be accessed in school or at home.
- Consolidation of basic skills and routines
- Children have the opportunity to choose their level of task. Adults ensure the correction option has been taken whilst ensuring children are being ambitious and aiming high.

This will be delivered through;

- Whole class teaching
- Group work
- Paired work
- Independent work
- Guided reasoning
- IEP work
- Pre – teaching or immediate intervention for those who need it.

### **SEN**

Children with Special Educational needs are identified through the SEN register and appropriate intervention is carried out in every year group in consultation with the SENCO, Maths Manager and class teacher. Our class rooms are inclusive. Tasks are adapted for the SEN pupils so they are included with whole class teaching, otherwise known as ordinarily available provision.

### **Gifted & Talented**

All tasks are adapted to meet every child's needs. Tasks are often open ended so learners are not capped. When a task is more closed, teachers will prepare bespoke challenges for gifted and talented pupils.

### **Assessment Recording and Reporting – see assessment policy**

Assessment is ongoing throughout each unit of work. Children often start units with an open-ended problematic task which assesses their current understanding and identifies each child's target.

At the end of the unit, a child's progress is assessed and the results are recorded to inform if s/he is on track to meet end of year expectations. This information is recorded at the end of each phase and analysed by the maths manager and the head teacher.

The children are judged at the end of the year as to whether they are below, meeting or working at a greater depth against the end of year expectations for their Year group.

Completion Date: July 25

Review date: July 2026