

FULMER INFANT SCHOOL

MATHEMATICS POLICY



INTENT

At Fulmer Infant School our intention is that the provision of mathematics will equip every child with the foundations of maths and enable every child to be successful. Mathematics is essential to everyday life, science, technology and engineering; it is also necessary for financial literacy and many forms of employment. A high-quality mathematics education, provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the power of mathematics and a sense of enjoyment and curiosity about the subject.

Our curriculum is based upon the National Curriculum aims of ensuring that all pupils:

- become **fluent** in the fundamentals of mathematics, including through varied and frequent practise 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, conjecturing relationships and generalisations, and developing argument, justification or proof using mathematical language.
- can **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.

IMPLEMENTATION

The White Rose Scheme of work is arranged into blocked units with new knowledge and concepts introduced in incremental small steps. Daily lessons provide opportunities to revise previously learned skills, practise new skills and apply these skills in reasoning and problem-solving scenarios. Children who grasp the concepts and small steps rapidly, will be further challenged with additional opportunities for reasoning and problem solving. Children who requiring more time to grasp the concepts and small steps, will be supported in a variety of ways including additional adult support, working in a small group and/or using practical resources.

Fluency in mathematics is given additional focus with the use of White Rose Fluency Bee; this supports children to quickly retrieve previously learned skills and apply them in new contexts.

Our Calculation Policy illustrates how we teach children the four operations, (addition, subtraction, multiplication and division). The methods used are shown and these include the following principles:

- concrete – using manipulatives, e.g. tens frames, base 10, place value counters and Numicon.
- pictorial – children draw their own representations of the concrete items.
- abstract – calculations using numerals and symbols.

IMPACT

In Reception children are assessed against the Early Learning Goals. In KS1, teachers assess the children's progress throughout the lesson and mark their work at the end of the lesson.

In KS1 Teachers' assessments are supported by termly assessments that enable children to apply their mathematical knowledge. These assessments are used to support planning and revisit topics where necessary. At the end of the school year the assessments are shared with the next teacher to support them with planning for the new year. Parents receive verbal reports and next steps for Mathematics in the Autumn and Spring Terms. A written report detailing attainment and next steps in Mathematics learning is provided at the end of the school year. Regular moderation sessions across year groups within school.