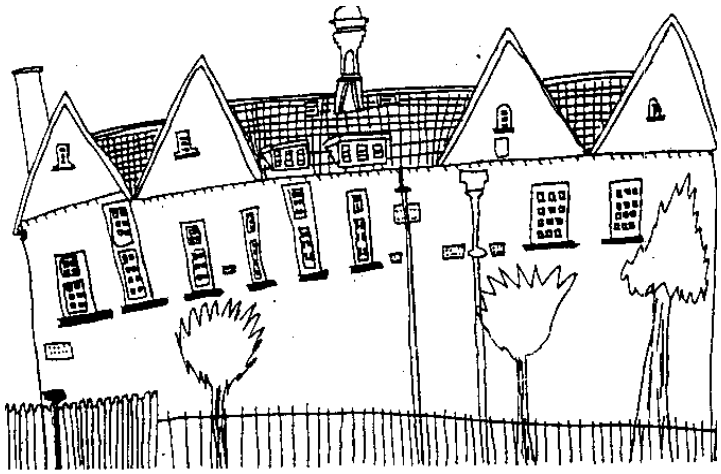
Letchmore Infants' And Nursery School

Maths Policy



September 2026

Review Date – September 2028

Introduction

Mathematics is the study of relationships in number, measures, space and data-handling and their application to solving problems in a variety of situations. It provides children with a way of viewing and making sense of the world in which they live. Building on their own experience, it encourages thinking and reasoning skills, embraces natural curiosity and develops the confidence to tackle problems which arise not only in mathematics but other areas of the curriculum. Mathematics is an integral part of everyday life. We endeavour to ensure that all children develop a positive and enthusiastic attitude towards mathematics.

Aims

- To foster a positive attitude to maths for all children enabling them to approach mathematical activities with confidence, understanding, pleasure and excitement.
- To provide a curriculum which meets the needs of EYFS and KS1 National Curriculum, which is appropriate to the needs and learning styles of all children, and will develop enquiring, logical, investigative, and problem-solving approaches.
- To build upon and extend the children's previous experiences and ensure progression in the development of their understanding, knowledge, and use of mathematical language.
- To develop the ability to apply knowledge, skills, and ideas in real life contexts outside the classroom and become aware of the uses of mathematics in the wider world.
- To inform parents of their child's progress and suggest ways they can support them in their learning.

Entitlement

At our school we believe that all children are entitled to a broad mathematics curriculum in which their learning needs are identified and met.

- Pupils will move through the National curriculum programmes of study at broadly the same pace to ensure that they meet the end of year expectations.
- Pupils will be taught using the mastery for all approach where models and images are used to embed and deepen children's learning and understanding of mathematical concepts.
- Interventions, support, and challenge will be provided when class teachers identify needs.

Implementation

In the Early years, the organisation and management of mathematics lessons is tailored to meet the needs of the children who arrive from different settings, e.g. nursery, playgroup etc., and will therefore have had different learning experiences. The yearly teaching programme for Reception is in line with the Early Learning Goals and provides a bridge from the goals to the National Curriculum that begins in Year 1. In early years, a wide range of activities support the teaching and learning of mathematics, including stories, songs, rhymes, imaginative play, board games, and outdoor play. Over a week, the teaching of maths will include whole class activities, e.g. counting, discussion of main teaching objectives, group activities, and short plenary sessions. These are approached flexibly to accommodate the needs of the children and work alongside the In the

Moment planning approach. The children will have mastering number sessions using stem sentences and supporting their basic number skills. Towards the end of the year the lesson structure will prepare pupils for Year 1.

In Years 1 and 2 we have adopted the mastery style structure for the teaching of maths. Teaching aims to ensure that all pupils develop reasoning and problem-solving skills. Children in Key Stage One will have short mastering number sessions using stem sentences and supporting their basic number skills. In all lessons a range of differentiated activities or questions will meet the needs of individual learners. The children work on a variety of activities, both practical and written methods. Teachers will monitor the progress children are making and misconceptions will be identified and inform planning.

Recording of work

In the early stages mental, oral and practical work take precedence. As children develop, they are encouraged to record their work in a variety of ways, in Year 2 they will use White Rose Maths books alongside their own maths books and they will develop personal methods of recording, compare and discuss alternative methods, refine and practise useful methods. These will vary according to the type of activity. They may include symbolic, statistical, diagrammatic, pictorial, verbal reporting, or the construction of a model. As children become more involved in investigative activities the onus is on them to decide the most appropriate efficient methods of recording.

Assessment

Assessment is based on the key objectives for each year group. Staff will be involved in moderating results to ensure consistency in monitoring of progress. Each term staff assess pupils and record their attainment using the school's tracking system. The data is used to inform planning and identify pupils who may need additional support, intervention, or challenge.

Teacher observation – Teacher observation and intervention is based on professional expertise and forms our major method of assessment. Information is gathered by means of careful observation and discussion and informed planning for individual work.

Marking – Marking in mathematics follows the marking policy for the school. The purpose of marking is to give the child and teacher feedback on progress. For this reason, we aim to mark work with children present. Thus, we can emphasize achievements, discuss difficulties, and suggest areas for improvement.

Recording pupils' progress – Class teachers keep records of individual children's progress linked to the learning objectives within the National Curriculum. These records are updated termly and inform teacher assessment.

Reporting to parents - Parents are informed formally of children's progress at twice yearly Parents' Evenings, termly written reports and through the annual end of year report. Appropriate information about teaching in each year group is also given to parents. However, staff are involved in informal discussions with parents throughout the year, particularly if they have cause for concern about a child's progress.

Role of Governors - Governors determine, support, monitor, and review the school policies. They support the use of appropriate teaching strategies by allocating resources effectively. They ensure that the building and equipment are safe. They monitor pupil attainment across the school and ensure that staff development and performance management promote excellent quality teaching.

Equality statement - The governors and staff are committed to providing the full range of opportunities for all pupils regardless of gender, disability, and ethnicity, social, cultural, or religious background. All pupils have access to the curriculum and the right to a learning environment which dispels ignorance, prejudice, or stereotyping.