

## **Statement of Intent**

At Elmsleigh Infant and Nursery School, we have adopted a mastery approach to deliver the three aims of the National Curriculum, fluency, reasoning, and problem solving. Underpinning this pedagogy is a belief that all children can achieve in maths. We believe in promoting sustained and deepening understanding by employing a variety of mastery strategies, with teaching conceptual understanding at the heart of everything we do. Our approach aims to provide all children with full access to the curriculum, enabling them to develop independence, confidence, and competence- 'mastery' in mathematics in order to be independent mathematicians who are well equipped to apply their learning to the wider world and be ready for the next phase of their mathematical education.

## **Curriculum Implementation**

In the Foundation Stage, our young mathematicians will be provided with many exciting opportunities, through planned purposeful play and a mix of adult-led and child-initiated activities following White Rose Maths, to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measure.

Throughout Key Stage 1, we follow White Rose Maths to teach a broad and challenging curriculum. Our Mathematics curriculum will provide many opportunities for children to develop confidence and fluency within place value to underpin the strands of Mathematics. The use of practical equipment, such as concrete objects and measuring tools, will support the children to gain a deeper conceptual understanding before being challenged through tasks and questions to explain their reasoning and solve a range of problems. The children are equipped with the skills to recognise shapes and their properties and measures to describe and compare different quantities such as length, mass, capacity/volume, time and money.

## **Curriculum Impact**

A variety of methods are used to find out what the children know and understand. Lesson activities are differentiated to suit the different abilities and learning styles. Mathematics lessons allow for collaborative learning and thus encourage children to talk in pairs, small groups or through class discussion, to share learning. For those children who grasp concepts rapidly, they will be challenged through a range of problems, whilst those not sufficiently fluent will be provided with opportunities to consolidate their understanding through additional practice (oral and mental starters) and first response intervention. Children's understanding of taught concepts will be assessed using end of block assessment tasks which provide opportunities for children to demonstrate their understanding fully. Evidence of the children's learning journey through each Mathematics topic will be recorded in learning journeys (EYFS) Maths books, Maths folders and working walls.

As each strand of learning is covered, we consider the related intended learning, recognise children who are working towards, working at or beyond the expected level for Key Stage 1 using the assessment package, 'INSIGHT'. Children in the Foundation Stage will be assessed against the Early Years Learning Goals. Children in Year 2 will be assessed against the End of Year 2 Teacher Assessment Framework.

Mathematics monitoring includes book scrutinies, lesson observations and/or learning walks, pupil voice interviews/questionnaires in order to ascertain correct curriculum coverage, the quality of teaching and learning as well as the children's attitudes to and retention of maths learning. This information is then used to inform further curriculum developments and provision is adapted accordingly. Data analysis is done termly to identify gaps and common trends across the school.

### **SEND Provision**

For pupils who have been identified with SEND, teachers are required to complete an APDR form at the beginning of each term, with an outline of all the provision to support their learning needs. They set termly targets which are agreed with parents and reviewed regularly to ensure they are effective and having an impact on the child's progress in school.

In maths, teachers and support staff will ensure that concrete and visual materials are always available to support those that need to spend more time on learning the fundamental concepts.