



Maths Policy

October 2022

Introduction

At Alfreton Nursery School, we endeavor to make every child's unique learning journey an exciting adventure, which promotes a real love of learning that will last a lifetime. As a school which places the rights of children at the center of everything it does, we spend a great deal of time respecting the needs of every individual child in school – physical, mental, emotional and spiritual. Each curriculum area is taught with the needs of every child at its core and all practitioners in school acknowledge the responsibility they have to provide a curriculum that is creative and stimulating. This curriculum nurtures all children and allows them to be successful and proud of all their achievements.

Aims

- Every child has the right to an education that develops their talents. This education must nurture a child's respect for themselves, others and their environment. (UNCRC. Article 29)
- Conscious and unconscious bias will be challenged and the curriculum offer will be free from gender stereotyping, SEND prejudice, racial, cultural or religious discrimination and will be welcoming of all community input, e.g. cross-generational inclusion with STEM Community Days.
- It is every child's entitlement to an education which stimulates and challenges their abilities and interests. We aim for all children who demonstrate abilities that are deemed to be higher than expected, to have the right for their potential to be turned into performance. As a school we recognise our responsibility to nurture intellectual curiosity.
- We aim for children to engage in mathematical learning at their own level and develop a love and an enthusiasm for the subject.
- We aim to teach a metacognitive maths offer, which applies metacognition and maths seamlessly into daily interactions and focused teaching experiences.

Consultation:

Policy written by Amanda Hubball in consultation with Alfreton Nursery School SMT and approved by governing body.

Sources and references:

The following documentation underpins all practice, provision and policy/procedure in school

- Keeping Children Safe in Education
- EYFS Framework 2021
- Equalities Act 2010

In addition to the above, any documentation related to Maths Mastery in the Early Years is also used as a source of information to influence practice.

Procedures and practice

We ensure that maths provision is child centered and has its foundations in play and first-hand experience. All practitioners ensure that a broad range of maths activities are available daily, thus providing children with the opportunities to learn and acquire a range of knowledge, skills and attitudes.

We enable the children to develop the skills and attributes needed in order that they adapt and utilise their skills across the curriculum, linking their learning for greatest impact, for example through our focus on the development of STEM learning.

Maths and metacognition are interwoven, providing an innovative and creative approach to the teaching of maths. – MetaMaths.

Equal opportunities:

Inclusivity is an underpinning philosophy of provision in school. Our ethos is that of high aspirations for all children and a fully inclusive approach to every individual child ensures that children's unique abilities are recognised, celebrated and nurtured through a broad and rich curriculum offer. Children are supported and extended within their curriculum access, from a position of high aspirations and free from bias. Gender, ability, race, background (religious, socio-economic . . .) are only considered when ensuring that every child receives an equity based curriculum offer. All children are challenged and supported to progress at an individually appropriate rate, and mathematical learning is central to our curriculum offer. Mathematical skill and knowledge is understood to provide children with a critically important lens through which to interpret their world.

Health and safety:

A generic approach to the health and safety of children is appropriate, as no specifically risk attributed activities are routinely included within the practice when implementing mathematical learning for individual children. However, the exception to this would be when considering mathematical learning in Forest Schools. For more information, please refer to the Forest School Policy.

Planning:

- MetaMaths progression plans – Amanda Hubball
- The responsibility for the planning which underpins provision for Maths Target Setting and other mathematically based interventions – Amanda Hubball
- The whole team contribute to the planning for cross curricular target and intervention work in school, which can also include maths e.g. Baking, story sessions, Forest Schools. . .

Teaching:

All teaching is fully differentiated and all staff are fully trained and in possession of information related to the latest developments in high quality cross curricular practice.

Roles and Responsibilities

Teaching Staff

- To deliver lessons and other learning activities which offer differentiation and creativity to all children.
- To use the MetaMaths approach in school, applying maths QUESTs to their practice.
- To teach maths both within a cross curricular environment and also as a means of developing explicit mathematical skill development
- To remain vigilant to gender bias within the subject and challenge any perceived prejudice.
- To ensure that the school environment is appropriate to meet the needs of all children regardless of race, religion, gender, ability or background.
- To use as appropriate mathematical concepts to support teaching across the curriculum
- To engage with the teaching of maths indoors and outdoors as appropriate
- To take responsibility for personal skill development and communicate any perceived weaknesses to the subject leader. - Therefore ensuring support and training.
- To contribute to the on-line record keeping and assessment systems of all children as appropriate.

- To attend CPD/Maths development meetings, thus ensuring high professional standards

Organisation/Resources:

Resources including digital, material and adult are all used creatively to support learning. The relevant curriculum coordinators monitor and collect/purchases the majority of these resources, if they are needed for specific focus. Collectively the whole team share responsibility for identifying resourcing needs which occur in the overall daily provision.

Adult deployment for maths provision is shared amongst all members of the teaching staff and in addition to the Maths coordinator, the link practitioners also share in the responsibility for maintaining an overview of standards in this area of our school practice.

Roles and Responsibilities:

Link Practitioners – Michelle Bacon and Louise Ashmore

- To support the Maths Coordinator in disseminating and training staff in their delivery of maths in the classroom.
- To use MetaMaths to underpin their maths delivery and model this approach to the rest of the staff team
- To seek CPD opportunities and work in liaison with the subject leader to drive up standards and ensure a creative and needs driven experience for all children and staff.
- To lead and monitor group work with children as appropriate.
- To participate in internal moderation, ensuring a collaborative approach to monitoring and assessment of maths.
- To ensure that the school environment is appropriate to meet the needs of all children regardless of race, religion, gender, ability or background.

Assessment:

Informal monitoring and assessment procedures conducted by all staff, e.g. observations, discussion and staff meetings. More formal assessment systems include a Tapestry data analysis system, Tapestry online learning journal, curriculum tracking systems, internal moderation systems and Ferre Laevers well-being and involvement monitoring system. For more information on assessment and monitoring, please see the Recording and Assessment policy.

Monitoring and review:

Roles and Responsibilities:

Maths Subject Leader – Amanda Hubball

- To review and maintain an overview of the breadth and quality of Maths experiences being offered and received in school.

- ⓐ To ensure the inclusivity of maths teaching and opportunity
- ⓐ To initiate and plan for maths lessons in school, using the MetaMaths approach
- ⓐ To take responsibility for the up-keep and purchasing of subject specific resources
- ⓐ To support other teaching staff to disseminate maths knowledge and skills in the classroom
- ⓐ To attend CPD opportunities, adopt and implement relevant new initiatives and keep other members of staff up to date in their knowledge and skills.
- ⓐ To lead internal moderation.
- ⓐ To encourage and support with the continued professional development of other staff.
- ⓐ To track, monitor and reflect upon the attainment and progress of children in the area of maths and initiate the modification of school practice, systems and procedures accordingly.
- ⓐ To ensure that practice and provision is current and creative, engaging children in a fully inclusive manner
- ⓐ To ensure that practice is innovative and embedded within a metacognitive approach to learning.
- ⓐ To ensure that the school environment is appropriate to meet the needs of all children regardless of race, religion, gender, ability or background.
- ⓐ To encourage community involvement in school, as appropriate to support curriculum delivery. Community groups may include LGBT+, Multi-generational links, local business . . .
- ⓐ To monitor and review the use and impact of online record systems, to communicate mathematical progress and attainment, designed to engage parents and families in the mathematical learning of their children.

Head Teacher

- ⓐ To have overall responsibility for all matters relating to the school curriculum.
- ⓐ To ensure appropriate and up-to-date CPD for the subject leader in order to drive standards and provision forward.

Link Curriculum Governors – Gill O’Hagan & Peter Ellse

- ⓐ To monitor annually the curriculum provision in school
- ⓐ To monitor termly the cross curricular attainment data
- ⓐ To monitor inclusion and diversity
- ⓐ To be a critical friend to school practitioners, challenging practice where appropriate and driving up standards.

The work of the curriculum leader will be subject to review by the Head Teacher as part of the school’s performance management arrangements. The Head Teacher and Senior Management Team will review the policy in line with the School Improvement Plan Overview and monitoring schedule.

Concluding notes

Safeguarding children at Alfreton Nursery School is our highest priority.

Amanda Hubball takes the responsibility for ensuring a clear intent, implementation and impact statement is written and reviewed, to underpin subject delivery in school.