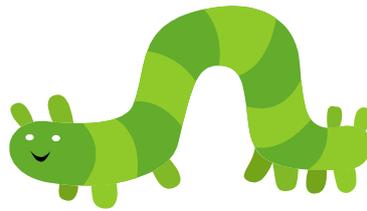




and



Abbots Farm Preschool

Maths Policy

October 2025

Review by October 2027

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Statement of Intent

Curiosity  Exploration  Understanding

At Abbots Farm Infant School our aim is to ensure that all children have the best grounding in mathematics, and we strive to develop logical thinkers. Through Mathematics, we actively aim to provide a relevant, challenging and enjoyable mathematics curriculum for all children. It is our intent to provide children with a high-quality, broad and challenging Mathematics curriculum. Mathematics contributes significantly to the development of communicating, reasoning and problem-solving skills. We believe that pupils should have experience of using mathematics in a wide range of contexts throughout the whole curriculum, to enable them to realise the importance of mathematics in everyday life and its relevance to the real world.

Our exciting learning journey will allow for children to become fluent in the fundamentals of maths, developing their conceptual understanding and the ability to recall and apply knowledge rapidly and accurately. Children will be able to reason mathematically by justifying, making links to known facts, or providing proof using mathematical language. Understanding of concepts will be challenged through solving problems by applying their mathematic knowledge. Links within other subjects will be highlighted and skills and mathematical knowledge will be applied. We will equip children with the foundations of mathematics that are essential to everyday life.

1. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- DfE (2013) 'Mathematics programmes of study: key stages 1 and 2'
- DfE (2025) 'Statutory framework for the early years foundation stage'

This policy operates in conjunction with the following school policies:

- Calculation Policy
- Teaching and Learning Policy
- Assessment Policy

2. Roles and responsibilities

The **governing body** is responsible for:

- Ensuring a broad and balanced mathematics curriculum is implemented in the school.
- Ensuring the school's mathematics curriculum is accessible to all children.

The **headteacher** is responsible for:

- The overall implementation of this policy.
- Ensuring the school's mathematics curriculum is implemented consistently.
- Ensuring appropriate resources are allocated to the mathematics curriculum.
- Ensuring all children are appropriately supported.
- Appointing a member of staff to lead on the school's approach to teaching mathematics.
- Collating assessment data and setting new priorities for development of mathematics in subsequent years.

The **subject leader** is responsible for:

- Preparing policy documents and supporting with curriculum plans for the subject.
- Reviewing changes to the national curriculum and advising on their implementation.
- Monitoring the learning and teaching of mathematics, providing support for staff where necessary.
- Encouraging staff to provide effective learning opportunities for children.
- Helping to develop colleagues' expertise in the subject.
- Organising the deployment of resources and carrying out regular audits of all mathematics resources.
- Liaising with teachers across all phases.
- Communicating developments in the subject to all teaching staff.
- Leading staff meetings and providing staff members with the appropriate training.
- Organising, providing and monitoring CPD opportunities in the subject.
- Ensuring common standards are met for recording and assessment.
- Advising on the contribution of mathematics to other curriculum areas, including cross-curricular and extra-curricular activities.

The **classroom teacher** is responsible for:

- Acting in accordance with Abbot's Farm Infant School Mathematics Policy, ensuring that lessons are taught in line with the school's Calculation Policy.
- Liaising with the mathematics subject leader about key areas of learning, resources and supporting individual children.
- Ensuring that all of the relevant statutory content is covered within the school year.
- Monitoring the progress of pupils in their class and reporting this on a termly basis.
- Reporting any concerns regarding the teaching of the subject to the subject leader or a member of the senior leadership team (SLT).

- Undertaking any training that is necessary in order to effectively teach the subject.

3. The National Curriculum

The national curriculum will be followed for all mathematics teaching.

During Reception, in accordance with the 'Statutory framework for the early years foundation stage', focus will be put on the seven early learning goals (ELGs), with the mathematical aspect of pupils' work relating to the objectives set out within the framework.

The ELGs cover:

1. **Communication and language:** listening, attention and understanding; and speaking.
2. **Personal, social and emotional development:** self-regulation, managing self, and building relationships.
3. **Physical development:** gross motor skills and fine motor skills.
4. **Literacy:** comprehension, word reading, and writing.
5. **Mathematics:** number and numerical patterns.
6. **Understanding the world:** past and present; people, culture and communities; and the natural world.
7. **Expressive arts and design:** creating with materials; and being imaginative and expressive.

During Key Stage 1, pupils will be taught:

- Number and place value.
- Addition and subtraction.
- Multiplication and division
- Fractions
- Measurement
- Geometry
- Non-Statutory - Statistics

4. Cross-curricular links

Wherever possible, the mathematics curriculum will provide opportunities to establish links with other curriculum areas.

English

- Children are encouraged to use their speaking and listening skills for reasoning and problem solving.
- Children's writing skills are developed through recording responses to reasoning and problem solving.
- Talk for Learning opportunities planned into lessons.

Science

- Children will use mathematical skills when participating in scientific investigations e.g. measuring, recording data etc.
- Children will interpret graphs, charts, tables and Venn diagrams.

Computing

- Children will use ICT to enhance all areas of learning as appropriate.
- Children will use ICT to record data and tables.

History

- Children will use vocabulary to show the passage of time.

- Children will use sequencing and chronology to support their understanding.

DT

- Children will measure using different units e.g. cm, g.
- Children will explore geometric shapes.

Music

- Counting with tempo, pulse and rhythm.

P.E

- Counting beats in dance.
- Measuring distance.

5. Teaching and assessment

Lesson planning

All relevant staff are briefed on the school's lesson planning procedures as part of staff training. Planning is carried out as a year group team.

Throughout the school, mathematics is taught as a discrete inputs and continuous provision activities. The statutory national curriculum content from the DfE's 'Mathematics programmes of study: key stages 1 and 2', as outlined above, as the starting point for their planning.

Lesson plans will balance visual, auditory and kinaesthetic elements used in teaching, ensuring that all pupils with different learning styles can access the learning experience. All lessons will have clear learning intentions.

Long-term planning will be used to outline the programmes of study to be taught within each year group. Medium-term planning will be used to outline the vocabulary and skills that will be taught in each unit of work, identifying learning intentions and suggested learning activities. Short-term planning will be used flexibly to reflect the intention of the lesson, the success criteria, adaptive teaching, assessment opportunities, building on medium-term planning.

Teaching

Children will be taught new concepts of maths, starting through the use of concrete objects (maths equipment) to pictorial representations (drawings) and finishing with the abstract (written calculations) to ensure that new mathematical concepts are fully understood and applied.

Children have opportunities to learn and practise numerical fluency skills, through recall of number bonds, doubles, times tables etc. They then apply these skills through reasoning and problem-solving activities. As part of this, children will learn how to explain how they have solved a problem or calculation using mathematical vocabulary.

Opportunities for outdoor maths learning is embedded within the Continuous Provision format of learning.

Assessment

Assessment of children's development is an integral part of teaching and learning. On a daily basis, the work children produce and their interactions with staff, alongside observations of social interaction and independent play in the school environment inform next steps. Children's progress is continually monitored using teacher's professional judgements and formally reported to Senior Leaders once per term.

Ongoing Assessment for Learning

- Children in Pre-school are assessed via observations and interactions with staff using 'development matters' bands. Observations are recorded and form part of the child's portfolio of evidence which tracks their progress.
- On entry to Reception, children are assessed using NFER (Reception Baseline Assessments)
- Throughout Reception, children's progress is monitored and tracked against Development Matters. As in Pre-school, children's work and observations are collected to form a portfolio of evidence using the Class Dojo platform.
- Where children are not making expected progress, teachers will work alongside parents, the SENDCO and any other relevant agencies to discuss next steps to support them.
- National Curriculum statements are used to plan children's progress and determine next steps in learning.
- Children's maths work will be assessed according to the school's assessment policy. (see marking policy for more detail)

Statutory Assessments

- In line with statutory requirements, children in Reception are baseline assessed on entry using NFER (National Foundation for Educational Research).
- In accordance with National guidelines, data at the end of Reception is submitted indicating whether children have achieved the Early Learning Goals.
- Judgements made are robustly moderated within school, with our Federation Schools, with other schools in the local area, and periodically with the Local Authority to ensure judgements are accurate, valid and consistent with national standards.

6. Equipment and resources

Mathematics resources are accessible to all children in every classroom. This allows children to access them as they need to support their learning.

The mathematics lead is responsible for ensuring that all resources and equipment are sufficiently maintained, and for maintaining an inventory of resources. The mathematics lead will carry out regular audits of the mathematics resources.

Staff will inform the mathematics lead of any changes regarding mathematics resources, such as when supplies of resources have run out or new resources are required.

7. Equal opportunities

- All children will have equal access to the Maths curriculum.
- Gender, learning ability, physical ability, ethnicity, linguistic ability and/or cultural circumstances will not impede children from accessing Maths lessons.
- If English is an additional language (EAL), additional support will be given to the child to provide extra help where needed.
- Where it is inappropriate for a child to participate in a lesson due to reasons related to any of the factors outlined above, the lesson will be adapted to meet the child's needs and alternative arrangements involving extra support will be provided where necessary.
- Cultural and gender differences are positively reflected in lessons and teaching materials used.

8. Monitoring and review

This policy will be reviewed every **two years** by the **mathematics lead**, in collaboration with the **headteacher** unless there have been significant changes. The next scheduled review for this policy is October 2027

Any changes made to this policy will be communicated to mathematics teachers and other relevant staff.