

Scartho Nursery School

Mathematics Policy

Introduction

This policy is a statement of the aims, principles and strategies for learning and teaching within the specific area of Mathematics.

This policy was developed by the Executive Head Teacher and Head of School at Scartho Nursery School in January 2020.

What mathematics means for the Children

There are 7 areas of learning within the revised Early Years Foundation Stage (EYFS) There are three 'Prime Areas' and four 'Specific Areas'. Mathematical Development is now one of the 'Specific' areas of Learning and Development.

'The Specific areas include essential skills and knowledge. They grow out of the prime areas, and provide important contexts for learning.' (EYFS 2012)

Mathematics will occur in many forms within the Nursery and it is not seen as an isolated subject. It involves adults supporting children as they develop their understanding of Mathematics in a broad range of contexts. Through planned and spontaneous activities children are able to explore, enjoy learn practice and talk about their experiences understanding and skills in order to gain confidence and competences to use them

'Mathematics involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems: and to describe shapes, spaces and measures' (EYFS Sep 2012)

Aims

The staff and governors are fully committed to the delivery of high quality Mathematical teaching and learning experiences; we aim to do this by:-

- To provide an environment where the children feel happy and confident to explore and enjoy the many aspects of creativity through a wide variety of activities.
- Observe, assess and then plan to meet the individual needs of children.

1. Entitlement

- This policy applies to all practitioner, children and parents/carers regardless of age, gender, ethnicity or ability including children with special educational needs.
- The curriculum will provide experiences and opportunities that cover all aspects of Mathematics through both the indoor and outdoor environments. Observational assessment will be used for future planning and to ensure progression and continuity.

- Implementation

Organisation

We organise the children's learning and move them forward in their development through 1 to 1 interaction, input at group time, as well as whole group and whole school approach when appropriate resources for an activity.

-There is a strong emphasis on creating a stimulating environment by using the children's creative work, which includes photographs and quotes from the children in displays.

Mathematics is developed through two main elements:

Numbers - is about children counting reliably from 1-20 and beyond, placing them in order and saying which number is one more or one less than a given number. It is also about how, by using quantities and objects, children add and subtract two single-digit numbers and count on or back to find the answer and how they solve problems which include doubling, halving and sharing.

Shape, Space and Measures - is about how children use everyday language to talk about size, weight, capacity, position, time and money to compare quantities and objects and to solve problems. It is also how they recognise, create and describe patterns and explore characteristics of everyday objects and shapes and use mathematical language to describe them.

Every Child is Unique

'Every Child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured' (EYFS 2012)

- We value each other as an individual, accepting their individual needs, interests and rates of development.
- We recognise each child as a competent mathematical learner.
- We accept and recognise each child's ability, disability, gender, race, and cultural background so enabling them to enjoy equality of opportunity and support to reach their full potential.
- We aim to support children in recognising that their views count and that their opinion is valued e.g. in following children's interests and ideas for topics in this area.

The Importance of Positive Relationships

'Children learn to be strong and independent through positive relationships' (EYFS 2012)

- We aim to use parents and other carers' knowledge and skills wherever possible to extend the children's understanding and experiences of mathematics.
- We aim to be confident and competent mathematical role-models for the children in our care.
- We aim to support children to work together and begin to take account of ideas and preferences which differ from their own.

Enabling Environments

'Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and carers' (EYFS 2012)

- We aim to provide challenging, flexible, motivating resources and opportunities which support and develop the mathematical skills, independence, creativity and imagination of each child.
- We aim to provide resources which are accessible and organised in ways which encourage independence and responsibility.
- We aim to question children in a way which develops their thinking, extends their problem solving opportunities and enhances their learning.
- All staff aim to use the correct mathematical terminology and vocabulary to support development of the children's understanding and vocabulary.

Observation, Assessment, Monitoring and Record Keeping

- Children's skills and stages of development are observed and monitored by key-workers and the whole teaching team. Observation may be long or short and supported by evidence such as annotated photographs (using electronic software is Tapestry)
- Parents and carers are encouraged to post their own observations of significant development of learning experiences to their child's Learning Journey through Tapestry. Staff monitor then accept/decline parental contributions as necessary.

Special Educational Needs

We ensure that all children, including those with special educational needs, have access to range of activities, resources and experiences that will help them to make maximum progress with all areas of learning and development. The children's rate of progress will vary as will individual achievements therefore staff will plan activities to ensure that all children have opportunity to reach their full potential. We must be aware of the particular needs of all our children so that we can plan and assess to ensure progression and continuity.

Review

January 2022