



Hart Hill Nursery School

Mathematics Policy

Updated Summer Term 2024

Ratified by SLT on 03-06-2024

Signed 

To be updated Summer Term 2027



What is Mathematics in the Foundation Stage?

Development Matters 2020 states that

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers.

Mathematics is a specific area of learning that helps children strengthen and apply the Prime Areas of Learning.

Our overall aim for children at Hart Hill Nursery School is that:

All children have a balance between the explicit teaching of maths skills and using or applying them in play and everyday experiences

Effective Teaching and Learning within Mathematics at Hart Hill Nursery School

Children learn by:

- being supported in following their interests where the continuous provision is engaging and provides opportunities to develop and consolidate mathematical skills that have been taught in adult led sessions
- being involved in carefully planned lessons that are organised and led by class teachers and practitioners
- being involved in play that is purposeful so that children can appreciate mathematics in the world around them
- being exposed to mathematical vocabulary at every natural opportunity
- being encouraged to talk “mathematically” about their observations and to develop their own strategies to solve mathematical problems

At Hart Hill Nursery School, Practitioners:

- Act as role models and encourage children to develop positive attitudes towards learning and using mathematical concepts through being enthusiastic about the subject themselves
- Observe children’s interests and fascinations in order to develop a continuous provision that engages children and supports them in developing their mathematical understanding
- observe and assess children’s understanding in order to plan and deliver lessons that are appropriate to children’s level of development
- Make use of every day opportunities to solve mathematical problems e.g. sharing snacks

- Use a wide variety of resources both indoors and outdoors to develop children's mathematical understanding
- Ensure that they model the correct mathematical terminology and vocabulary
- Provide a differentiated curriculum to ensure accessibility to the curriculum for all children
- Implement mathematics long and medium term plans to ensure the progression of skills throughout the school
- Plan educational visits in which children are able to see mathematics in action e.g. paying for items in a shop, looking for the correct numbered bus etc.

Planning for Mathematics

Planning at Hart Hill Nursery School is devised in line with the EYFS Statutory Guidance, Development Matters 2020 and from observation and assessment of children's needs. It also takes into account:

- Medium and long term planning linked to Mathematics ensuring curriculum coverage and progression of skills over time
- Short term weekly plans focusing on specific, differentiated skills
- Contracts of Education outlining individual targets for all children
- Assessments, Pupil Progress meetings and Contracts of Education
- Targets on School Development Plan
- Pupil Premium and PEP targets

Record Keeping and Assessment

Key workers will ensure that assessments take place through observation of the children during Child Initiated Learning, adult led activities and through conversations with parents. Positive verbal feedback should be given to pupils about their progress.

Key workers will update assessments using the school's assessment framework at least termly and feedback to class teachers/room leads so that they can monitor and update future planning.

Children's targets will be regularly updated and assessed by individual key workers; this will be overlooked by the class teachers and room leaders to ensure consistency.

Where progress or attainment is not in line with school expectations, this will be highlighted in pupil progress meetings with a member of the senior leadership team to ensure that gaps in learning are narrowed and concerns are monitored.

Monitoring the Policy

The Mathematics co-ordinator will undertake observations of practitioners, children and environments. The co-ordinator will complete gap analysis using assessment data with the support of the Head Teacher and create an action plan accordingly. The co-ordinator will also monitor long, medium and short term planning to ensure it is meeting the needs of the cohort. The co-ordinator, with the support of SLT will report findings to the Governing Body at least annually.