

## Mathematics Policy (Specific Area)

To be reviewed Annually.

Policy Agreed October 2021. To be reviewed October 2022.



### Aim/Intent

At Everton Nursery School and Family Centre, the aim is to provide children with opportunities to develop and improve skills in counting, understanding and using numbers, calculating simple addition and subtraction problems and to identify and describe shapes, patterns and relationships, space and measures.

### Objectives/Implementation

- To provide mathematical experiences that start with what children already know, understand and can do.
- To create a nursery environment that positively promotes mathematics, including patterns, number and shape, space and measures.
- To develop mathematics through first-hand, practical experiences based upon play, games, communication, exploration, spatial reasoning, problem-solving and representation.
- To utilise the whole learning environment, both indoors and outdoors to develop mathematics.
- To support children's mathematical learning with parents/carers and recognise their fundamental role at home and nursery.

### Co-ordination of this area of learning

Across the school/centre, mathematics is co-ordinated by the Teaching staff and is supported by Early Childhood Educators. The Nursery School has a mathematics curriculum co-ordinator. Together they lead the co-ordination of mathematical learning and teaching across the school/centre. This involves leading mathematical display work, purchasing and storing resources and monitoring standards of achievement in this area. Regular training is undertaken throughout the academic year to extend specialist knowledge.

### Planning

The 'Curriculum, Learning and Teaching Policy' underpins each area of learning within the school/centre's early childhood curriculum. The carefully considered short term planning is always adaptable and flexible and arises as much as possible from the children's interests and assessments. Within mathematics a particular emphasis is made upon songs, finger rhymes, games and incidental, contextualised opportunities for mathematical learning and teaching. The planned role of staff is crucial for developing mathematical language and enhancing children's enthusiasm and confidence in mathematics within their daily lives.

### Resources

All adults working with children across the school/centre have a key role in developing mathematics. Physical resources are mainly kept within each wing e.g. wooden blocks, counters, Numicom and board games. Additional resources are located in the central store cupboard and in the Food Preparation Room such as baking equipment.

### **Accommodation**

The whole school/centre has potential for supporting mathematical learning in more than one area of each wing – Physical mathematical resources are organised in rooms (role-play areas, malleable areas, imaginative/small world resources play – farm, dolls house, Playmobil plus number games, jigsaws, construction sets etc),

### **Home / Nursery links**

The 'Parental Partnership Policy' emphasizes the importance of parents/carers in supporting children's learning. Courses for parents/carers are provided to promote mathematics through play. Staff at the school/centre develop and teach on the mathematics courses.

### **Impact**

The Everton Assessment structure outlines how we assess children's learning across all areas of learning. The context of children's mathematical experiences is recognised as crucial in assessing their abilities. The Early Years Outcomes document and Precision Teaching is used as a basis for assessment of mathematical learning for the birth to five year olds.

### **Policy Review**

This policy is evaluated annually by the Curriculum, Children and Family Committee (see Curriculum, Learning and Teaching Policy) and the Curriculum Co-ordinator. They review the mathematical display work around the school/centre (see Display Policy) and discuss the standards of achievement by the children in mathematics. The Curriculum Co-ordinator will be responsible for highlighting areas that have emerged through 'Appraisal' to the Headteacher/Head of Centre. Everton Nursery School and Family Centre staff are committed in developing their expertise in early childhood mathematics through sharing their knowledge as well as attending 'in-house' in-service training and external courses. This is recognised under the school/centres 'Professional Development Policy'.

This policy was reviewed by a group of seven Governors on behalf of the Curriculum, Children and Family Committee on Tuesday 5<sup>th</sup> October 2021 and ratified by the Governing Body of Everton Nursery School and Family Centre Governing Body on Thursday 7<sup>th</sup> October 2021.