



Curriculum and Pupils
25.02.26

Signed: 

Mathematics

Introduction

This policy outlines how mathematics is taught and learnt at Portway Infant School. It is based on the 2014 National Curriculum and the Early Year's Foundation Stage Curriculum. It has been drawn up as result of staff discussion and has the full agreement of the governing body. Its implementation is the responsibility of all the teaching staff.

Aims

The mathematics teaching at Portway Infant School is intended to enable children to develop their mathematical skills and understanding required for later life, whilst fostering an enthusiasm and fascination for maths itself. We aim to increase pupil confidence so they apply their knowledge and skills and express their ideas using the language of maths. We recognise the importance of establishing a secure foundation in mental calculations and recall of number facts before standard written methods are used. We are continually aiming to raise the standards of achievement of all children.

Planning

Planning is undertaken at three levels within year groups. In the Early Years Foundation Stage, it is based on The Early Years Foundation Stage Documents and in Key stage 1 it is based on the 2014 National Curriculum. The expectation is that children will move through the programmes of study at broadly the same pace. However, decisions about when to progress should always be based on the security of a child's understanding and their readiness to progress to the next stage. Children who grasp concepts rapidly should be challenged through rich and sophisticated problems. Those who are not sufficiently fluent with earlier material should consolidate their understanding before moving on. When planning, teachers will refer to IEPs and EHCPs and address the child's needs through modified tasks or the use of support staff. Pre Key Stage standards are used for children not yet working at National Curriculum level.

Teaching Methods and Learning

EYFS teachers provide daily maths sessions based on National Centre for Excellence in the Teaching of Mathematics (NCETM) Mastering Number. KS1 maths lessons are based on the NCETM program of study.

We aim to fully include all pupils with SEND in mathematics lessons so that they can benefit from the emphasis on oral and mental work and participate with other children in demonstrating and explaining their methods.

For pupils with SEND we will ensure that learning activities and resources remain age appropriate, but are adapted to their developmental stage of learning and personalised to meet their needs. More able pupils will be stretched through problem solving and greater depth star challenges.

When working with the whole class, teachers will direct more challenging and complex questions towards the more able, and to give all pupils an opportunity to learn from others.

Computing is used in various ways to support teaching and motivate children's learning. iPads, interactive boards and bee-bots are used, but only when they are the most effective way of meeting the lesson objectives.

Assessment and Record Keeping

We are continually assessing our pupils and recording their progress. We regard assessment as an integral part of the teaching process and we use it to ensure that the correct level of work matches the needs of the pupils.

Assessment is carried out on three levels:

- **Short term** – This is an integral part of every lesson and is matched to the lesson objectives and the assessment for learning questions. Children are assessed through observation and careful questioning during whole class teaching, group work and independent work. These notes are used to inform future planning, set targets and assess the levels that the children are working at.
- **Medium term** – Once a term, the children's attainments are entered onto Sonar so that pupil progress can be tracked and appropriate action taken if pupils are not making sufficient progress. This information is taken from ongoing teacher assessments. This information is shared with parents at parent's evenings.
- **Long term** – This is carried out towards the end of the school year. Teachers in all year groups use class records and knowledge of pupils to produce an annual report to parents.

Equal Opportunities

We endeavour to maintain an awareness of, and to provide for equal opportunities for all our pupils in mathematics. We aim to consider background, gender and special needs, both in our teaching attitudes and in the published materials we use with our pupils.

Out-of-Class Work and Homework

We encourage parents and children to make use of the home context to practise skills taught in school. Any activities completed at home can be recorded on class dojo. Maths challenges and links are included in our half termly topic newsletters. Parents are always welcome to send in examples of the things their child has been learning at home.

Cross Curricular Links

Mathematics is mainly taught as a separate subject but, when possible, we link it with other areas of the curriculum so that the children can use and apply their skills and understanding and see that it is not an isolated subject

Resources

Each classroom is resourced with maths equipment including counters, diennes, cubes, rulers, number lines, hundred squares and money. Additional resources such as tape measures, weights, and capacity equipment are stored centrally.

Linked policies

Behaviour

Equality

Marking and Feedback

K Brown

Reviewed spring 2026

To be reviewed spring 2028