

Mathematical Development Policy

a. Introduction & Aims

The aim of the federation is to offer children a range of experiences which will support their growing understanding of early mathematical concepts, develop their basic skills, and encourage a practical problem-solving approach to and enjoyment of mathematics.

Children's interests are powerful catalysts for mathematical enquiry and will provide a strong starting point to support and extend their mathematical thinking. Opportunities for critical thinking and reflection, playing, exploring and actin learning are vital if children are to make the most of their emergent understanding of mathematics.

b. Planning for differentiation

All activities will reflect and incorporate the aims of the Inclusion and Equal Opportunities policies.

Practical experiences will be relevant to the varying understanding of each child.

c. Learning

We aim to provide a rich environment both indoors and outdoors for mathematical learning, providing structured learning opportunities in line with the Early Years Foundation Stage Curriculum to ensure a broad and balanced coverage of the curriculum.

Children should:

- Be offered open-ended play opportunities at an appropriate level which will allow them to develop enquiring minds, formulate and solve problems and encounter new ideas that will lay foundations for the children's growing knowledge and understanding of mathematics.
- Understand and use appropriate mathematical language in the context of play, supported by adults who provide stimulation and challenging mathematical experiences.
- Take part in a variety of practical activities in a structured environment, both indoors and outdoors.
- Access mathematical learning through appropriate use of ICT.
- Observe adults modelling mathematical mark-making, and begin to make marks to represent their own mathematical understanding.
- Be given time for reflection, discussion and embedding of mathematical thinking.

d. Assessment & monitoring

Staff will monitor and record the progress of each child through daily review and termly moderation meetings, assessments of individual children will inform our planning.

The head teacher and staff will monitor standards of teaching and learning through observation of children's learning, and will undertake lesson observations of maths teaching as part of the cycle of school improvement.

e. Communication - Working with parents

We encourage parents to feel involved in their children's mathematical learning by contributing to the learning journeys and ongoing assessments and by sharing their child's experiences at home.

Children's mathematical talk in their home languages is also valued. Opportunities for sharing and counting in home languages are part of the learning environment.

The Cambridge Nursery Federation Governing Body is committed to promoting quality and diversity, providing an inclusive and supportive environment for all. We are committed to equal opportunities and the promotion of non-discriminatory practices in all aspects of work undertaken within the Federation.

The Governing Body is committed to safeguarding and promoting the welfare of children. We expect and require all members of the school community to share this commitment.

Date: December 2016

Review: Summer 2018