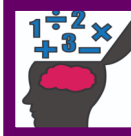
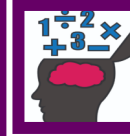


'Pure mathematics is, in its way, the poetry of logical ideas.' (Einstein)



EYFS Maths at Clapgate



'Better to solve one problem five ways than five problems one way.' (Polya)

Vision



Pupils at Clapgate will experience deep maths learning in order to become life-long mathematicians and confident problem-solvers. They will think, make sense and reason about maths and the world around them. They will question and respond to questions with intuition and they will think openly and freely. Our pupils will view mistakes as learning opportunities and use the learning from them to make positive differences to their lives.

Vocabulary



Our maths lessons develop vocabulary and oracy through 'private' partner talk, whole class 'public' conversation, the expectation that children talk and answer questions in full sentences and through rich questioning.

Our pupils engage in speaking and listening through teaching methods such as choral and individual repetition, rephrasing the response, and the use of talk partners.

Keep up and catch up

Through formative assessment we identify children who are at risk of developing gaps in their learning and address these within lessons, or through interventions.

SEND

Children who are struggling to access the learning at the expected level for their age group are assessed and then given quality teaching and learning at the appropriate level in small groups. Children receive targeted interventions for the aspect of maths they find difficult.

We understand the importance of fostering a love for the learning of mathematics, supported by encouraging and positive staff who help our children to build resilience and independence. In EYFS we follow the Mastery Maths approach to ensure children develop a good and deep understanding of number. We use the White Rose Maths scheme to support planning as well as the NCETM Numberblocks resources to enhance learning. Pupils at Clapgate know that their maths learning is about asking questions and thinking about relationships. They understand that their role is to think and make sense of maths. In order for our pupils to become fluent, to reason and to be problem-solvers our lessons are :

- active and use concrete and pictorial resources to support the abstract.
- challenging and enjoyable.
- designed to encourage pupils to enquire, pattern-see and make conjectures.
- rich in mathematical talk.
- responsive to the needs of each pupil.
- based on the expectation that pupils are responsible for their own learning.
- differentiated through questions, resources and teacher/TA support rather than ability groupings and different tasks.
- planned around mixed pair work and the belief that all children are capable of being successful mathematicians.

Clapgate
Primary School
Inspiring Young Minds

Assessment

Alongside daily formative assessment (roving the room, TA feedback, listening to and questioning pupils, evaluating lesson outcomes) we constantly assess children in EYFS through observation. We observe children in their play to identify the children using what they have learnt independently. Through these observations we identify any misconceptions and the next steps for each child's learning. Half termly, through play based activities, we assess children's numeral recognition, 1:1 counting and shape recognition. Regular pupil progress meetings support our assessment of the pupils and statutory assessments are made at the end of Reception.