



Filey C E Nursery & Infants Academy

'Inspiring Confident Learners, Reflecting Christian Values'

We endeavour to uphold Christian teaching to:

"Shine as lights in the world and love as Jesus loves us" (Philippians 2:15, John 13.34)

Our school is a Church of England School rooted in 'Compassion, Community and Friendship'.

Mathematics at Filey

Intent

At Filey Church of England Nursery and Infants Academy we aim to prepare our children for their future by making them fluent in the fundamentals of mathematics. We want to achieve this by teaching a mastery approach to maths, which aims to encourage positive attitudes to mathematics along with ensuring appropriate challenges to show the depth of their understanding. We want our children to be confident mathematicians who reason mathematically and ask questions to consolidate and further their learning. Our maths lessons will be engaging, drawing on real life contexts, which will be further explored through class enterprise projects. Our children will develop a sense of mathematical curiosity, which will be evident across our curriculum.

Implementation

Our intent is delivered through carefully planned maths lessons that are designed to gradually develop concepts and mathematical skills. Teachers follow EBOR academy trusts Long term maths planning for the sequencing of learning, which comes from the NCETM spines. This is adapted to suit the needs of our children. Teachers also make use of a resources from other sources, such as White Rose. In the Early Years children experience a mixture of whole class teaching, group inputs as well as having maths carefully woven into the areas of provision.

Throughout school maths resources are used to scaffold learning, where appropriate, before introducing pictorial and abstract concepts. Reception and KS1 are using the NCETM 'mastering number' programme aimed at making children fluent in the essentials of numbers. Children are seated in lessons to promote rich mathematical discussions in all groups. Opportunities for children to show their depth of understanding are carefully planned into teaching sequences. Work in maths is live marked where possible, allowing misconceptions to be quickly identified and addressed.

Impact

Our children have a positive attitude towards their learning and learn in an inclusive and supportive environment. If misconceptions occur in our maths lessons these are identified quickly by members of the teaching team and addressed the same day when possible. Our school has three assessment cycles in the year and these cycles allow time for misconceptions to be addressed before leading into detailed pupil progress meetings, where children's progress in maths is discussed on an individual basis with the teaching team and SLT. This involves identifying key steps for learners and suggesting possible interventions. Gaps in understanding are also discussed and reflected upon to inform future planning. This approach has ensured our mathematicians have the opportunities to achieve well.

Link Governor: Hilary Himsworth