



Westfield Infant School Spotlight on Mathematics



What is Mathematics and how is it taught?

At Westfield Infant School, the objectives outlined in the National Curriculum (KS1) and the EYFSP underpin our Mathematics curriculum. We recognise that secure mathematical understanding, including fluent recall, reasoning and problem solving are an essential foundation for understanding the world. In addition, this understanding has a positive impact on other areas of the curriculum too.

We want all our pupils to become numerate, confident and competent with a variety of mathematical concepts. With this, their resilience and curiosity to explore, recognise and use mathematical patterns to reason and problem solve will develop.

We follow the Power Maths White Rose scheme which organises content into distinct domains, e.g. place value, shape, fractions. As a mastery approach, these domains are further broken down into progressive units and small steps of learning. Maths lessons are taught daily. Regular opportunities to problem solve are planned in and retrieval practice and reasoning is planned into every lesson.

How do we support all learners to access the subject?

At Westfield Infant School, we believe that all pupils have the potential to achieve well in Mathematics. We recognise the importance of a growth mindset approach, encouraging pupils to use the power of 'yet' e.g. "I can't do this...yet!"

Mathematics lessons feature our agreed teaching approach, 'my turn, our turn, your turn', with high quality questioning and rich discussion. Concepts are contextualised to make learning purposeful.

Pupils are taught how to use a range of representations to scaffold their mathematical understanding, making the abstract visible and tackling barriers to learning. Key vocabulary is modelled extensively. Retrieval occurs daily and links to prior learning are made explicit. Additional staff are deployed effectively to those pupils who need it most.

How do we assess the children's knowledge and understanding in this subject?

All pupils have a journal where their learning is recorded. In EYFS, ongoing teacher assessment is used to assess all pupils against the ELGs termly. In KS1, ongoing informal teacher assessment is used alongside termly White Rose assessment materials (arithmetic and reasoning). At the end of Year 2, pupils participate in optional End of Key Stage assessments. These outcomes support end of year attainment judgement.

How do we involve parents and carers in this subject?

Power Maths unit knowledge organisers are shared with families via Class Dojo and overviews of the Mathematics curriculum. During the Spring term, parent consultation evenings provide an opportunity for families to look at the work being completed. Informal conversations with families occur throughout the school year.

How do we promote wider opportunities for this subject area?

Our belief that pupils' mathematical understanding has real and lasting implications for understanding the world means that we actively seek to make concepts meaningful. This may be through contextualising the problem or through real-life problem solving where pupils apply their understanding.