



Mathematics at Hamstel Infant School and Nursery

Review of our journey to mastery

Our Ethos

We believe that every child should have the opportunity to be a part of learning Mathematics within a balanced curriculum that is accessible, joyful and challenging. We take extreme care in making sure every child has access to mathematics and is given time to develop secure number sense, fluency in the fundamentals and a 'have a go attitude' to mathematical problems.

Mastery Statement

We see mastery as *all* learners being included in teaching and learning new mathematical concepts. Mastery teaching is engaging and accessible due to adopting a CPA approach. It aims to deepen pupils' conceptual understanding of key mathematical concepts. Topics are covered in more depth and greater emphasis is placed on problem solving and on encouraging mathematical thinking.

Teaching and Learning

Teachers use the Singapore inspired Maths No Problem scheme of work to aid planning and teaching and learning. Our learning environments are enriched with a wide range of practical resources, Maths working walls/washing lines and 'Maths Meeting' displays. Teachers plan together to help consistency and use our own long, medium and short term plans. Most of the curriculum aims to be covered by May time in order to revisit any learning in the last part of the year.

Learning walks, individual lesson observations, peer observations, books scrutinies and IRIS observations take place to continually improve teaching and learning.

Internal Assessment

A range of assessment tools are used in order to help teachers reach a sound judgement. Assessment of the National Curriculum (2014) objectives and Early Learning Goals is via teacher assessment, individual records, Target Tracker statements and PUMA testing.

Data is analysed by class teachers in readiness for 'Learning Journey' meetings with SLT to help give an overview of progress in Mathematics and identify any gaps or interventions that could take place. Subject leaders and the SLT analyse data at year group, key stage and whole school levels in order to have a strategic overview and awareness of tracking.

Our Inclusion manager and SENco are supportive in helping to ensure there is provision for any children who need intervention beyond our Quality First Teaching.

Moderation

Each year group moderates across their five classes in order to agree judgments. We also cross moderate with schools in Portico Academy, other schools borough wide and this year we have taken part in cross borough moderation too.