



EYFS Mathematics Policy

Fluency · Reasoning · Problem Solving

Policy purpose and vision

Our vision is to nurture confident, curious, and resilient young mathematicians who possess a deep, lifelong number sense. By embedding mathematical fluency, logical reasoning, and creative problem-solving into our early years, we seamlessly prepare children for the transition to Key Stage 1. In Nursery, we ignite early mathematical curiosity through practical exploration. In Reception, this is systematically advanced by driving the NCETM Mastering Number programme, seamlessly enriched by White Rose Maths resources and NCETM EYFS guidance to secure firm, unshakeable foundations for every child.

1 · Inclusion

The school is committed to removing barriers so that all pupils, including pupils with SEND, disadvantaged pupils, pupils with English as an additional language, pupils who need additional practice and pupils working at greater depth, can participate fully and make strong progress in mathematics.

Inclusive entitlement and curriculum adaptation

- Learning is scaffolded for all children, including children with SEND, through practical experiences, manipulatives, visual aids and carefully modelled mathematical language.
- Visual models such as five-frames, ten-frames and rekenreks are used consistently to support children in developing conceptual understanding.
- Adult-led teaching is adapted in response to children's individual needs, with opportunities to revisit concepts, provide additional support and extend learning.
- Continuous provision provides accessible opportunities for children to practise mathematical ideas through play, exploration and practical problem-solving.
- Children who demonstrate greater depth of understanding are provided with appropriate challenge and opportunities to reason and explain their thinking.
- Mathematical vocabulary is deliberately modelled and reinforced so that children can communicate their ideas and reasoning effectively.

The school will use available funding and resources strategically to ensure that children who experience barriers to mathematical learning have access to appropriate interventions, resources and adult support. Provision will be reviewed through ongoing assessment so that support remains responsive to individual and cohort needs.

2 · Curriculum and Teaching

Our mathematics curriculum provides **continuity, progression and breadth** from Nursery into Reception and prepares children effectively for the expectations of Key Stage 1. The curriculum prioritises number sense while ensuring children develop understanding across the wider mathematical curriculum.

Nursery

Nursery follows the *Master the Curriculum Nursery Maths* scheme, providing a structured and progressive approach to early mathematical development. Children develop:

- matching, sorting and colour recognition;
- counting, subitising and numeral recognition;
- understanding of number composition;
- patterns;
- shape and space;
- measure and comparison;
- sequencing and positional language; and
- confidence working with numbers to 5 and solving simple real-world mathematical problems.

Reception

Reception follows **NCETM Mastering Number**, delivered daily for approximately 10–15 minutes, with a focus on numbers to 10, counting, subitising, comparison, composition and pattern.

This is supplemented by:

- **White Rose Maths**, particularly for Shape, Space, Measure, Pattern and Spatial Reasoning; and
- **NCETM EYFS guidance**, which supports progression in key mathematical concepts, including spatial reasoning, pattern and measure.

Everyday lesson delivery

Teachers and practitioners will:

- combine adult-led teaching with continuous provision;
- use practical, hands-on experiences and meaningful contexts;
- explicitly model mathematical vocabulary and reasoning;
- use questioning such as “*How do you know?*” and “*What happens if...?*”;
- embed mathematics into daily routines and children's interests;
- provide opportunities for outdoor mathematics and practical problem-solving; and
- continually observe, assess and adapt teaching in response to children's understanding.

3 · Achievement

Expected outcomes

The intended outcome of the mathematics curriculum is that children become **confident, curious mathematicians with secure early number sense**, alongside developing fluency, reasoning and problem-solving skills that prepare them for Key Stage 1.

Achievement will be monitored through:

- ongoing formative assessment during play and adult-led sessions;
- observations of children's mathematical understanding;
- Mastering Number assessments; and
- assessment against the Early Learning Goals.

Assessment information will be used to identify gaps, plan responsive teaching, provide interventions and extend children's learning.

Progress will be considered from children's individual starting points and across identified cohorts, including children requiring additional support. Where appropriate, the school will compare outcomes with **contextually similar schools and relevant national benchmarks** to evaluate the effectiveness of provision. Any comparison will be used alongside the school's own assessment evidence rather than in isolation.

Evaluating progression and contextual performance

Leaders evaluate achievement termly and annually using a rounded evidence base. Internal assessment is considered alongside pupils' learning journey's, lesson visits, pupil discussion, statutory outcomes where available, and the quality of pupils' explanations and application.

The curriculum's effectiveness will therefore be judged by whether children demonstrate sustained progression in **number sense, mathematical language, reasoning, problem-solving, shape, space, measure and pattern**, and whether they are increasingly able to apply their mathematical understanding independently in play and everyday situations.

Roles and responsibilities

Mathematics Lead: oversees curriculum design and implementation; supports planning, professional development and resourcing; monitors teaching, assessment and progression; evaluates cohort outcomes and the impact of provision; and reports priorities to senior leaders and governors.

Teachers: plan and deliver high-quality lessons; use assessment responsively; adapt provision without reducing ambition; promote reasoning and resilience; and communicate concerns and progress.

Teaching Assistants: support guided practice, vocabulary and purposeful use of representations; follow the teacher's intended approach; provide feedback on pupils' understanding; and promote independence.

Senior Leaders and Governors: ensure appropriate challenge, resources and accountability; review the impact of funding and curriculum adaptation; and assure themselves that all cohorts receive an ambitious and effective mathematics education.

Parental engagement

Parents and carers are supported to reinforce mathematics through school workshops and curriculum information. NumBots support short, regular practice.

Monitoring and review

The Mathematics Lead and senior leaders monitor this policy through learning walks, lesson visits, learning journey scrutiny, planning review, assessment analysis, pupil voice and discussion with staff. Monitoring considers curriculum fidelity, quality of adaptation, participation, progression and differences between cohorts.

This policy is reviewed annually, or earlier when curriculum requirements or school priorities change, and is approved through the school's governance arrangements.

Our St Mary's promise

- We teach for depth, not speed.
- We build strong number sense from the earliest years.
- We encourage reasoning, curiosity and resilience.
- We remove barriers while maintaining ambitious expectations.
- We make mathematics meaningful, engaging and enjoyable for all.

Revised and adopted by the Governing Body

Date: September 2026

Review Date: September 2029