

# **Kuwait International** **English School**



## **Early Years Department** **Mathematics Policy**

## MATHEMATICS POLICY

### Early Years

Mathematics will be planned for using the “The Foundation Stage Profile”. Children will experience a maths lesson every day in both KG and Reception classes. Some of these sessions may be during circle time. Details of this can be seen in the long, medium and short term planning.

### Numeracy Skills to be acquired in Early Years

- Writing and understanding numerals to 20
- Counting in sequence.
- Recognising and understanding quantities.
- Introduction of addition and subtraction.
- Introduction of the concept of 'more' and 'less'

Shape, measure and space ie.

- Positional language ( in, on , under, between, in front and behind)
- Recognising and naming 2D and 3D shapes
- Recognising bigger, smaller, same, longer, shorter
- Matching sets.
- Recognising pattern and position, direction and differences.
- Identifying and naming colours in English.

## Assessment and recording

The attainment, achievements and progress of young children should be assessed and recorded in order to;

1. Recognise the child's present stage of development.
2. Identify specific learning needs.
3. Inform future planning and learning.
4. Involve and inform parents.
5. Provide a subsequent indication of progress made.
6. Inform future teacher of child's achievements to date.

## How we Assess

- Baseline assessment

Baseline assessment is the method used by teachers to establish the learning needs of each child when they start school. The assessment will normally be carried out within the first 6 to 8 weeks of the first term to enable the teacher to plan effectively for their learning.

Ongoing assessment will take place at three connected levels; short term, medium term and long term. These assessments will be used to inform teaching in a continuous cycle of planning, teaching and assessment.

- On-going assessment based on;
  1. Observations
  2. Evidence.
  3. Dialogue with children.
  4. Clear criteria which relates to learning objectives.

Short term assessment will be an informal part of every lesson to check pupils understanding, and provide information, to enable the teacher to adjust day-to-day lesson plans where necessary. These informal notes will be recorded on the appropriate space on the weekly planning sheets.

Medium term assessment will take place each half term to assess some of the ideas linked to the key objectives that have been covered during the half term. The outcomes will be recorded on a class record sheet of key objectives.

Long term assessment will take place at the beginning of May to assess and review each pupil's progress and attainment. Teachers will also draw upon their class record of attainment against key objectives, and supplementary notes and knowledge about each child to produce a summative record. Accurate information will then be reported to parents and entered on the child's profile.

### How we record

Recording should:

1. Be manageable and useful, based on what the child understands, knows and can do.
2. Provide information for transition to National Curriculum programmes of work and statutory assessments in the future.
3. Include reporting to parents verbally, during 'parents' day, and in writing, by way of a progress report and end of year report.
4. Include an individual profile for each child showing the ELG's and Stepping Stones achieved at the end of KG/Reception year.

### Out-of-class work and homework

The daily mathematics lesson will provide opportunities for children to practice and consolidate their skills and knowledge, to develop and extend their techniques and strategies, and prepare for their future learning. These will be extended through out-of-class activities or requested homework. These activities will be short and focused and will be referred to and valued in future lessons.