Hamp Nursery and Infants School

Mathematics Policy 2025-2026

Introduction:

At Hamp Nursery & Infants School, our curriculum has been developed to meet the requirements of the 2014 National Curriculum for KS1 and the Early Years 2021 framework for Nursery and Reception. It includes not only the formal requirements of the National Curriculum but also a range of extra activities that the school organises in order to enrich and enhance the experiences and learning of our children in their local context. It also includes the "hidden curriculum" or what the children learn from the way they are treated and expected to behave. We believe that children learn best when their learning is fun and meaningful. Our new curriculum has been planned to ensure the children acquire both knowledge and skills. It is a cross-curricular approach centering around each "Literacy Tree" story, with a specific question heading to stimulate curiosity and interest. It is carefully structured to ensure the progression of knowledge and skills with opportunities planned to provide opportunity to build upon these skills and knowledge and to firmly embed both, helping our children to develop a life-long love for learning.

We nurture our children on their journey and encourage them to be creative, unique, open-minded and independent individuals, respectful of themselves and of others in our school, our local community and the wider world. We take our responsibility to prepare children for life in modern Britain very seriously and ensure that the fundamental British Values are introduced, discussed and lived out through the ethos and work of our school. We are fully inclusive at Hamp Nursery & Infants School and highly value the individuality of all our pupils and staff. Our curriculum has the flexibility to ensure all our children can become successful lifelong learners able to make a positive contribution to society and to future generations.

Intention:

Mathematics is a tool for everyday life. It is a whole network of concepts and relationships which provide a way of viewing and making sense of the world. It is used to analyse and communicate information and ideas and to tackle a range of practical tasks and real-life problems. It also provides the materials and means for creating new imaginative worlds to explore.

Mathematics is a fundamental part of children's education. In the Early Years Framework, mathematics is referred to as mathematical understanding. At Hamp Nursery & Infants School, we aim to build mathematical knowledge and skills systematically and over time to enable children to become competent, confident mathematicians. The most important skill we want our children to learn is to become relational mathematicians and not just procedural mathematicians. We want them to develop a positive attitude to mathematics.

We discussed and considered the best way to teach mathematics to our children, taking into consideration the context of our school. As a whole staff we agreed upon following White Rose which has a clear progression and a clear rationale; we felt this best suited our children. We ensure that teachers not only understand the content but that they also understand the best ways to teach that content. Our pedagogical approach was thought deeply about and agreed upon as a whole school.

Implementation:

The subject of mathematics is linked to our Literacy Tree stories and topic plan, where possible. Our curriculum is mapped to follow the National Curriculum objectives and is delivered by following the small steps and progressive blocks from White Rose. We deliver this through discrete mathematics lessons and curriculum days and ensure we are adhering to the Calculation Policy and the Mental Mathematics Policy.

Although we follow the White Rose block approach and we have a planned overview of what to teach, when to teach it and for how long, this is flexible and fluid. The order remains set for place value and number but we choose a pace suitable for each individual class and then further differentiate for individual children through the level of support and the type of resources. We move the remaining topics to where we feel they will be the most effective for progression and where they will fit best with our wider curriculum. This will be different for each class, depending on the needs of the children. Although there is a recommended number of weeks to spend on each mathematical concept, we teach a concept until the vast majority of the class understand it in depth. Children who need more time are given this separately and will work in a small group with an adult to embed this knowledge. The order and length of each block is reviewed and revised each half term depending on how the children are learning and progressing. Common misconceptions are thought about beforehand, planned for and addressed through immediate intervention where necessary. Children are given sufficient, planned opportunities to revisit previously taught concepts and procedures to ensure that once learned, mathematical knowledge becomes deeply embedded.

We teach each topic through manageable, small, coherent steps so that children can be challenged to understand the basic concepts more deeply. There is a clear progression through the CPA approach and we introduce abstract concepts using concrete apparatus first, moving to pictorial representations and finally to abstract. We carefully consider when each child is ready to move from one stage to the next.

We teach children to be relational mathematicians by ensuring that they encounter mathematical topics through fluency, varied fluency, reasoning and problem solving. They are exposed to all the different areas throughout a sequence of lessons and the areas are interlinked and not stand alone.

Early Years Foundation Stage

Mathematical understanding for all children working at the EYFS is planned from the Early Years 2021 Framework. Their mathematical understanding will be developed through activities, stories, songs, games and imaginative play providing daily experiences in a rich and varied environment giving access to a variety of appropriate mathematical models and images. Teachers will plan, where appropriate, cross curricular activities taking into account their continuous and rigorous assessment, to ensure they are meeting the needs of the individual children. Early years mathematics is delivered daily. Our timetables reflect where the children are and what the children need and this is discussed with the mathematics and early year's coordinators. The timetable changes throughout the year to take into consideration the changing needs of the children.

EYFS Yearly Overview

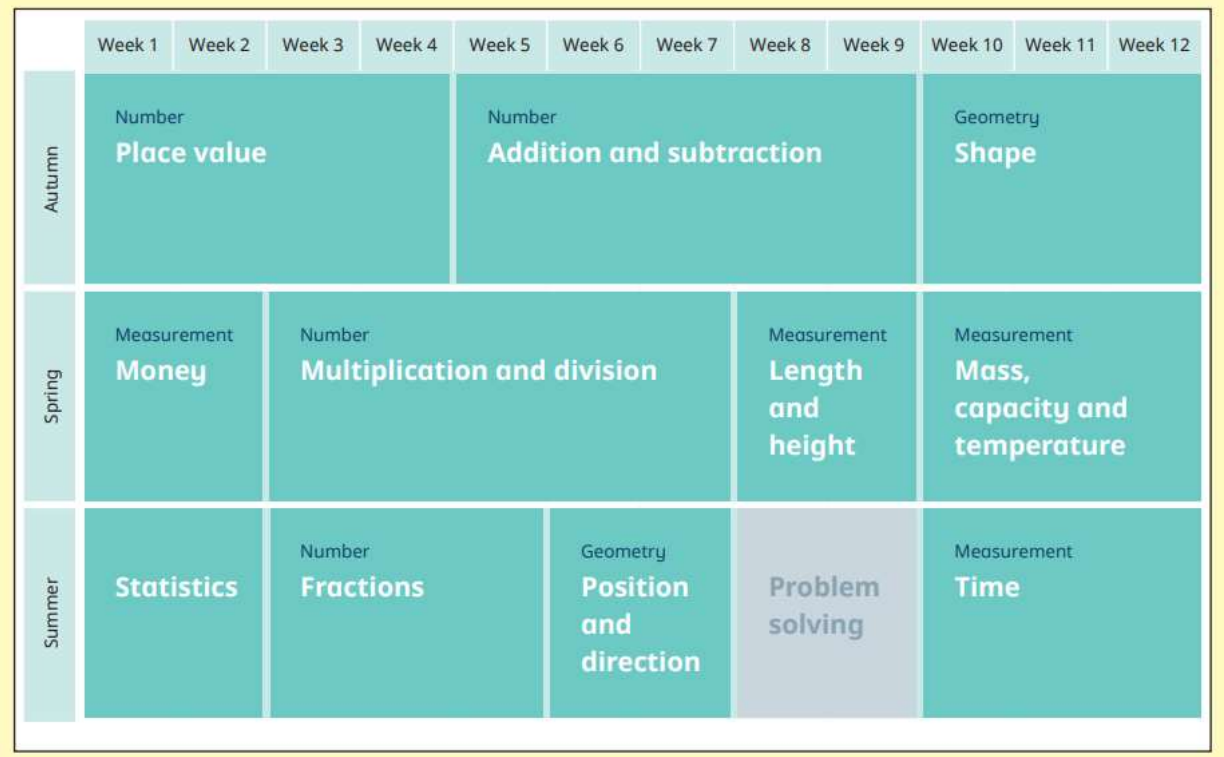
Term 1	Term 2	Term 3
Pupils will build on previous experiences of number from their home and nursery environments, and further develop their subitising and counting skills. They will explore the composition of numbers within 5. They will begin to compare sets of objects and use the language of comparison. **Pupils will:** • identify when a set can be subitised and when counting is needed • subitise different arrangements, both unstructured and structured, including using the Hungarian number frame • make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills • spot smaller numbers 'hiding' inside larger numbers	Pupils will continue to develop their subitising and counting skills and explore the composition of numbers within and beyond 5. They will begin to identify when two sets are equal or unequal and connect two equal groups to doubles. They will begin to connect quantities to numerals. **Pupils will:** • continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals • begin to identify missing parts for numbers within 5 • explore the structure of the numbers 6 and 7 as '5 and a bit' and connect this to finger patterns and the Hungarian number frame • focus on equal and unequal groups when comparing numbers	Pupils will consolidate their counting skills, counting to larger numbers and developing a wider range of counting strategies. They will secure knowledge of number facts through varied practice. **Pupils will:** • continue to develop their counting skills, counting larger sets as well as counting actions and sounds • explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame • compare quantities and numbers, including sets of objects which have different attributes • continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2
• connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers • hear and join in with the counting sequence, and connect this to the 'staircase' pattern of the counting numbers, seeing that each number is made of one more than the previous number • develop counting skills and knowledge, including: that the last number in the count tells us 'how many' (cardinality); to be accurate in counting, each thing must be counted once and once only and in any order; the need for 1:1 correspondence; understanding that anything can be counted, including actions and sounds • compare sets of objects by matching • begin to develop the language of 'whole' when talking about objects which have parts	• understand that two equal groups can be called a 'double' and connect this to finger patterns • sort odd and even numbers according to their 'shape' • continue to develop their understanding of the counting sequence and link cardinality and ordinality through the 'staircase' pattern • order numbers and play track games • join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers	• begin to generalise about 'one more than' and 'one less than' numbers within 10 • continue to identify when sets can be subitised and when counting is necessary • develop conceptual subitising skills including when using a rekenrek

Key Stage One

We recognise that the transition from the Early Years into Key Stage One is a developmental stage which children will meet at different times in their school life. Rigorous and continuous assessment informs Teacher's planning and children are moved onto Key Stage One curriculum/timetable when it is deemed appropriate for them to do so. When PSED/Communication and Language show that they are ready to learn in a more formal way, this may be discussed with the Numeracy Co-ordinator, SENCO or G&T co-ordinator in order to make suitable provision and provide appropriate support. Each Key Stage One class delivers at least four lessons per week of approximately 40/45 minutes. There will also be a daily 10 minute slot each day which will follow the Mastering Number Program. Our timetables reflect the needs of the children and are subject to change throughout the year to reflect progress and individual needs.

Year 1 Yearly Overview

Year 2 Yearly Overview



Planning

Lessons are planned using common planning formats, and are monitored by the mathematics coordinator and members of the SLT on a regular basis.

Long Term planning will be carried out using the objectives from the Early Years 2021 Framework or the National Curriculum 2014 and the small steps from the White Rose scheme of learning. All planning is informed by rigorous and continuous assessment and therefore long term planning may be from a different term or year group. This will clearly be shown in planning and backed up by Assessment.

Medium Term planning will be carried out on a half termly basis. This is done on a "medium term planning grid" and should be available at the beginning of each half term, showing intended learning opportunities. All numeracy MTPs must be put onto the public drive in the relevant folder and a hard copy given to the Head Teacher/Numeracy Co-ordinator by the end of the first week of every term. Plans should show general learning objectives. Medium term planning should also show links to other curriculum areas, particularly speaking and listening, to ensure children are given every opportunity to make connections across all aspects of their learning. Hard copies of planning should be annotated with any changes.

Short Term planning will show learning opportunities and activities for each part of the lesson. In Key Stage One and Early Years this is in the form of a daily PowerPoint, showing learning objective, guided activity, main activity, vocabulary, stem sentences and plenary. This will include differentiation for the class, and any further support required.

Mastering Number As of September 2024, Reception classes will be using Mastering Number to form their main Mathematic planning. They will use the White Rose Resources when teaching shape, space and measure. KS1 classes will have a ten minute slot, 4 days a week where they will follow the Mastering Number Program.

Year 1:

Term 1	Term 2	Term 3
Pupils will have an opportunity to consolidate the Early Learning Goals and continue to explore the composition of numbers within 10, and the position of these numbers in the linear number system. **Pupils will:** • subitise within 5, including when using a rekenrek, and re-cap the composition of 5 • develop their understanding of the numbers 6 to 9 using the '5 and a bit' structure • compare numbers within 10 and use precise mathematical language when doing so • re-cap the order of numbers within 10 and connect this to '1 more' and '1 less' than a given number	Pupils will continue to explore the composition of numbers within 10 and explore addition and subtraction structures and the related language (without the use of symbols). **Pupils will:** • explore the composition of each of the numbers 7 and 9 • explore the composition of odd and even numbers, seeing that even numbers can be made of two odd or two even parts, and that odd numbers can be composed of one odd part and one even part • identify the number that is two more or two less than a given odd or even number, identifying that two more/ less than an odd number is the next/ previous odd number, and two more/ less than an even number is the next/ previous even number	Pupils will explore the composition of numbers within 20 and their position in the linear number system. They will connect addition and subtraction expressions and equations to 'number stories'). **Pupils will:** • explore the composition of the numbers 11 to 19 as '10 and a bit' and compare numbers within 20 • connect the composition of the numbers 11 to 19 to their position in the linear number system, including identifying the midpoints of 5, 10 and 15 • compare numbers within 20 • understand how addition and subtraction equations can represent previously explored structures of addition and subtraction (aggregation/ partitioning/ augmentation/ reduction)

• explore the structure of even numbers (including that even numbers can be composed by doubling any number, and can be composed of 2s) • explore the structure of the odd numbers as being composed of 2s and 1 more • explore the composition of each of the numbers 6, 8, and 10 • explore number tracks and number lines and identify the differences between them	• explore the aggregation and partitioning structures of addition and subtraction through systematically partitioning and re-combining numbers within 10 and connecting this to the part-part-whole diagram, including using the language of parts and wholes • explore the augmentation and reduction structures of addition and reduction using number stories, including introducing the 'first, then, now' language structure	• practise retrieving previously taught facts and reason about these

Year 2:

Term 1	Term 2	Term 3
Pupils will have an opportunity to consolidate their understanding and recall of number bonds within 10; they will re-cap the composition of the numbers 11 to 20 and reason about their position within the linear number system. **Pupils will:** • review the composition of the numbers 6 to 9 as '5 and a bit' • compare numbers using the language of comparison and use the symbols < > = • review the structure of even numbers (including exploring how even numbers can be composed of two odd parts or two even parts) and the composition of each of 6, 8 and 10 • review the structure of odd numbers (including exploring how odd numbers can be composed of one odd part and one even part) and the composition of each of 7 and 9	Pupils will have an opportunity to use their knowledge of the composition of numbers within 10 to calculate within 20; they will explore the links between the numbers in the linear number system within 10 to numbers within 100, focusing on multiples of 10 and the midpoint of 50. **Pupils will:** • explore how the numbers 6 to 9 can be doubled using the '5 and a bit' and '10 and a bit' structure • use doubles to calculate near doubles • use bonds of 10 to reason about bonds of 20, in which the given addend is greater than 10 • use known number bonds within 10 to calculate within 20, working within the 10-boundary	Pupils will have further opportunities to use their knowledge of the composition of numbers within 10 to calculate within 20 and to reason about equations and inequalities. **Pupils will:** • continue to explore a range of strategies to subtract across the 10-boundary • review bonds of 20 in which the given addend is greater than 10, and reason about bonds of 20, in which the given addend is less than 10 • practise previously explored strategies to support their reasoning about inequalities and equations • review doubles and near doubles and transform additions in which two addends are adjacent odd/ even numbers into doubles
• consolidate their understanding of the numbers 10 and 20 as '10 and a bit' • consolidate their understanding of the linear number system to 20 and reason about midpoints	• use their knowledge of bonds of 10 to find three addends that sum to 10 • use their knowledge of the composition of numbers within 20 to add and subtract across the 10-boundary • use their understanding of the linear number system to 10 to position multiples of 10 on a 0—100 number line and reason about midpoints	• consolidate previously taught facts and strategies through continued, varied practice

Differentiation

Differentiation within each lesson will be through resources, vocabulary, support, expectation or outcome. This should be clearly shown on the WALT page and PowerPoint and based on up to date and relevant assessment. Differentiation should be incorporated into all mathematics lessons and can be done in various ways:

- Stepped Activities which become more difficult and demanding but cater for the less able in the early sections;

- Common Tasks which are open ended activities/investigations where differentiation is by outcome;

- Resourcing which provides a variety of concrete resources depending on abilities eg. counters, cubes, 100 squares, number lines, base ten, Numicon;

- Grouping according to ability so that the groups can all access the same objective but at a level that is appropriate. These groups should be fluid and flexible;

- Support according to ability, groups may work independently, with support as necessary, with support or as a guided group. All groups should have the opportunity to be supported in a variety of different ways and all groups should have the opportunity to work independently. All adults should be fluid and work with different groups across the ability ranges.

Pupils' records of their work.

We recognise that a great deal of Mathematics is taught in practical lessons. Children would not be expected to produce "recordings" for all learning. Records may be kept through photographs, assessment or notes by practitioners.

There are occasions when it best suits the learning objective to use an activity/work sheet. These are one tool and may be used as part of a well-balanced and varied provision but should be a minimal part of the diet for learning. Any sheets should be immediately glued into the child's workbook to provide a continuous and progressive record of their learning.

As soon as it becomes appropriate children are taught to carry out written calculations. It is also important to record aspects of mathematical investigations. Children are taught a variety of methods for recording their work and they are encouraged and helped to use the most appropriate and convenient method of recording.

It is school policy that the following pattern is used for recording children's work:

- Early Years Foundation Stage - one plain book for all work (The class book)
- Transition into Year 1 - as EYFS
- Year 1 (when ready) – mathematics books with 1cm squares
- Year 2 (when ready) - mathematics books with 7mm squares

Children continuing to work at the EYFS will continue to use their class book for all work regardless of which year group they are in.

All children are encouraged to work tidily and neatly when recording their work. When using squares one square should be used for each digit. However, when writing words, children should write with the normal finger spaces and not one letter per square. Children are encouraged to use space efficiently and work on from the previous lesson and not to start a new page until necessary.

Marking.

Marking in Mathematics should be both diagnostic and summative and school policy believes that it is best done through conversation with the child. However, work in mathematics can generate a great deal of marking and it is recognised that it is not always possible to annotate and comment on every piece of work, due to time constraints, where children have met the learning objectives, (green dot). Where children have not met the learning objectives (orange or red dots), work MUST be annotated.

We value the quality of marking over the quantity of marking at our school. A simple mark is of little assistance to a child unless accompanied by an indication of where the error occurred, together with an explanation of what went wrong. Verbal feedback should be annotated on the child's work. Live marking during lessons, with immediate intervention and feedback for the child is the expectation. If the adult leading the lesson was unable to identify all children needing support immediately, this should be followed up with the child the following day to ensure no gaps in their understanding.

It is our policy to mark children's work, as much as possible with the child as they complete it, in order to provide immediate feedback, discussion and time for correction. Work should not be marked with a 'X' or in red pen and should be positive and focus on how to correct mistakes and improve. Mistakes should be dotted, rather than marked with a cross. Once the child is familiar with self-editing, they should then be given the opportunity to correct their mistake using green pen, unless they spot the mistake themselves and then purple pen should be used.

Once a half term, work should be deep marked with a green comment which is positive and related to the WALT and a purple comment. When children are able to answer the purple comment, it should alternate between a comment and a question to deepen their understanding. For children who are not ready to answer their purple comment, it should be a next step.

Reporting to Parents

Parents are informed of their child's progress in a number of ways:

On a halftermly basis, samples of children's mathematical learning is shared with parents. This may be recorded work, photographs of practical activities or comments by practitioners. All evidence is annotated including standards and next steps as appropriate. Where appropriate, Key Stage One children include self-assessment with the use of a "speech bubble" commenting on what they feel they have learnt in that week. The school is currently trialling the use of tapestry for this purpose.

Three parent's days are available throughout the year. One in the Autumn term, one in the Spring term and the final one in the Summer term. These are for parents to attend with their child to discuss their progress, and also to provide an opportunity for children to share their achievements by showing their parents around their classroom and school. A third opportunity is

also provided following the written report in the Summer Term.

Individual Reports are completed before the end of the summer term and include comments for mathematics and mathematical understanding. These should focus on the child's achievement and attainment and make suggestions for their next steps in their learning journey. Teachers use the information gathered from their termly assessments to help them comment on individual children's progress.

Homework

It is our school policy to provide parents and carers with opportunities to work with their children at home. These activities may only be brief, but are valuable in promoting children's learning in mathematics. Homework should be in line with the school homework policy and consolidate or support the current learning objective. It should include clear instructions, including mathematical vocabulary as appropriate. In Key Stage One, for children who are on track to meet the expected standard or above, homework should be set once a week.

Impact:

Mathematics is led and monitored by the Numeracy Subject Leader whose role is to monitor the standards of the children's work and the quality of the teaching throughout the school. This is reported to the senior leadership team and the governors. This is a process of evaluation and should be supportive and aim to raise standards by improving the quality of Teaching and Learning.

We assess the impact of our intent and implementation through summative assessment, teacher assessment, moderation, book and planning scrutinies, lesson observations, pupil progress meetings, marking and feedback, conversations with the children and intervention outcomes.

Assessment and record keeping

At Hamp Nursery and Infants school we recognise that assessment is an integral part of the planning process. Class teachers and teaching assistants will assess children's knowledge, skills and understanding in three ways:

- Short term assessments;
- Medium term assessments;
- Long term assessments.

Short term assessments are an informal part of every lesson, closely related to the learning objective and are crucial to inform daily planning. These may be recorded in the form of notes, either post-its, an assessment sheet or dedicated space on weekly timetables. Assessment may then lead to adjustments in planning. Key Stage One classes also use the "Traffic lights system" on their Numeracy weekly timetable, highlighting in Green, Yellow or Red to provide a clear and quick visual reference system. Where beneficial tick charts for record keeping purposes may also be used.

Medium term assessments are used to measure progress against key objectives and to inform planning for the next unit of work.

In the Early Years Foundation Stage classes, records are kept in the form of EYFS assessment records and these are used on an evidence basis, with practitioners updating them as children show particular progress in their knowledge, skills or understanding, related either to their learning objective or to child- initiated activities. These are used to inform future planning.

In Key Stage One, individual assessment sheets for each area of mathematics are dotted and dated to record progress. These are related to the key objectives and are used as an ongoing record. Each statement must have at least three dots before it can be achieved and crossed off. These dots and dates must refer only to work that was done independently and this should be evident in the books and on the WALTs.

Each year group uses a system of colour-coding, using a different colour for each term to provide a quick and clear visual reference of the progression made across the child's learning journey.

Individual assessments of mathematical understanding are then transferred to a class tracking grid and targets are set for Key Stage One pupils. These are reviewed by the Numeracy subject leader and discussed with the Head Teacher and Deputy Head Teacher at the termly pupil progress meeting. Then interventions and support can be put into place where necessary.

Long term assessments are made towards the end of the school year to finalise progress and discuss and decide on the standard achieved and to provide information for class structure and support required for the following year. Year two pupils will complete the statutory Key Stage One mathematics tasks and tests. Teachers will complete the Teacher Assessment for each child.

Termly Evaluation

As part of the process of assessment the evaluation of termly plans is vital. This shows what has been taught, what was successful or not and what has yet to be learned. It gives a clear indication of the standard reached and where to go next, specific in Key Stage One to term and year from the National Curriculum and the White Rose small steps. This serves as a class record of progress. The teacher may wish to make notes on individual children whose progress differs markedly from the rest of the class, and the reasons for it. These notes and class record are reviewed by the Mathematics subject leader and discussed with the Head Teacher and Deputy Head Teacher at the termly pupil progress meeting. These should be passed to the child's next teacher at the end of the school year.

Summative assessment:

We assess the children's progress at the end of a unit or term if appropriate using questions which are useful, meaningful and presented in a variety of ways. This will enable us to monitor their fluency, varied fluency, reasoning and problem-solving skills.

Teacher assessment:
Ongoing teacher assessments are considered alongside summative assessment to ensure a balanced view of the children's progress is given.

Moderation:
We moderate internally within each year group, across all year groups and externally within our partnership group. This allows us to benchmark our judgements and ensures consistency and reliability.

Book and planning scrutinies and lesson observations:
Regular book and planning scrutinies are carried out by the mathematics coordinator and a member of the SLT to ensure our approach is consistent. Feedback will be timely and helpful. This is an opportunity to ensure that the recording in the books reflects the intent and shows the level of understanding.

Pupil progress meetings:
Regular pupil progress meetings are held at the beginning of the year and then three times throughout the year, at the end of each term. These are conducted by the Head Teacher, Deputy Head Teacher and the SENDCO and consist of a professional dialogue, data analysis, how well the class is doing against the intent, whether the implementation is working as expected and whether children are making good progress. This is also an opportunity to identify the progress of specific groups.

Online Safety:
At Hamp Nursery and Infant School, we have a whole school approach to online safety. As part of a broad and balanced curriculum, we have ensured that this is fully embedded and incorporated through all subjects and all aspects of school life.

Gifted & Talented:
As a school we work to ensure that we are providing effective provision for Gifted and Talented children. Class Teachers will identify children they consider to be particularly able; gifted and talented in their class. This can be any area of the curriculum where they demonstrate a particular strength or skill. These skills will be recognised to enable the children to be challenged to ensure that they reach their full potential. Class Teachers are responsible for extending the children's learning in their class.
Class Teachers will inform the Gifted and Talented Coordinator who keeps a register of all class children's strengths in the school. Using this valuable information, the Coordinator will plan enrichment activities where required in liaison with Class Teachers and Subject Coordinators.

SEND:
At Hamp Nursery and Infants School, we recognise that all pupils are entitled to high quality provision that enables them to achieve their potential across all subjects. We believe in positive interventions, removing barriers to learning and raising expectations and levels of achievement in order to provide a positive educational experience for all our pupils. All pupils follow the Early

Years framework and National Curriculum at a level, pace and challenge that is appropriate to their abilities.
High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have, or may have SEND. In the whole-class work and small-group work, teachers and teaching assistants will involve and support all pupils by differentiated questioning; by demonstrating skills in action and by reinforcing key points. Some children may receive pre-tutoring or may work in a small groups. In group time, additional needs will be addressed through tailored work in ability groups and the use of support staff, to consolidate key points. Where applicable, children who have been identified as having an individual or specific need may have a Pupil Passport and provision map with identified SEN support and short term targets.

Speaking & Listening:
At Hamp Nursery and Infants school we place a higher emphasis on the development of Speaking and listening skills. As well as it's vital role in "Literacy Tree" this will be reflected in all areas of the curriculum, both in planning and in time allocation. As a whole staff we have worked on developing the teaching and practicing of Speaking and Listening throughout the school. All lessons will, in some part, provide opportunity for speaking and listening development. At the beginning of each new topic for the half term teachers will create a medium-term plan to show the areas of speaking and listening that will be taught during that topic area. These areas will then be taught and practiced throughout the half term during planned activities and lessons. Teachers will show where the planning of teaching and practicing of Speaking and Listening will take place in lessons by highlighting the text in purple on their planning.
Teachers and TAs will at all times demonstrate good models of spoken English and good models of interpersonal communication through story-telling, reading aloud, class and group discussions and one to one conversations with children and with other staff.

EAL:
At Hamp Nursery and Infants School, we are committed to ensuring that every child succeeds and reaches their full potential, irrespective of the barriers to learning that they may face. We are dedicated to raising the achievement and attainment of pupils with EAL, enabling them to maximise their progress and attainment within a positive, nurturing, secure and safe learning environment. Through quality first teaching based on experiences and talk, we aim to meet the language needs of our learners. Through effective planning, organisation, teaching and assessment procedures and the use of resources and strategies, we aim to meet the needs of pupils who have English as an Additional Language (EAL). Our goal is to promote language awareness and raise pupil attainment, progress and achievement.

Diversity & Equality:
At Hamp Nursery and Infants School we are committed to ensuring that all our children have equal opportunity to access all subjects at a level appropriate for their development and ability, regardless of race, gender identity, disability, religion or belief, sexual orientation, or socio-economic background. We designed the curriculum to be flexible in order to ensure that all children make good progress and achieve success. We teach our children what it means to be part of a diverse society and the importance of inclusion and equality, this is interwoven through

our curriculum and promoted across all subject areas. All staff have an inclusive attitude and uphold this in their teaching ensuring all children are valued, represented and treated fairly. The SENDCO and EAL coordinator and Gifted and Talented coordinator provide additional support both within and out of the classroom setting.

Learning Styles:

The goal of differentiation is to ensure that all children have equal opportunities to be successful learners; that they are all able to meet their intended outcomes, make good progress and understand their next steps. At Hamp Nursery and Infants school we are committed to ensuring that every child succeeds, irrespective of their starting points or any barriers to learning. We value personal progress equally with academic progress and are careful to group the children in ways that promotes positivity and develops self-esteem. We are dedicated to providing quality-first teaching with appropriate differentiation to meet the needs of all our learners. There are four main learning styles; visual, auditory, kinesthetic and experiential. In our setting differentiation to meet the children's learning styles may take on many different forms. Children may work in whole classes, small groups or even individually. They may work indoors or outdoors; some may work practically with the support of resources, others may learn best through discussion or interaction, and some learn more formally by listening and following instructions. Class teachers have the flexibility and freedom to use their expert knowledge of the children they teach to plan in the way that best suits the needs of their individual learners. This may look differently in different classrooms; pace, depth of learning and expected outcomes will all be planned appropriately to meet the children's needs, ensuring they are all able to become confident successful learners. Adult support will be directed by the class teacher depending on the specific needs of the class and individuals. In all classes, teachers will plan focused and engaging lessons that encourage children to learn. Lessons should be prepared in advance with a clear learning objective, which must be communicated to the children in all cases. Administrative tasks must be kept to a minimum and children should be involved in all parts of the lesson.

Outdoor Learning:

At Hamp Nursery and Infants school we are committed to ensuring we utilise our large and small spaces both indoors and outside. We have a large field which includes several species of mature trees, our forest school and wild area. These are continually being evolved and developed. These areas support learning in all areas of the curriculum.

Outdoor learning has been recognised as crucial to children's ability to learn successfully and for their well-being. At Hamp Nursery and Infants school, outdoor learning is an integral part of our children's learning and as such has been interwoven into all areas of our curriculum.

Written by: Mrs Michelle Foord – Autumn Term 2025
Updated: Autumn Term 2025

Approved by Head: _____

Approved by Chair of Governors: _____

Review Date: Autumn 2026 or in line with any statutory changes.