

In the Early Years baseline assessments are completed within the first couple of weeks of the children starting school. These assessments identify what the children can already do, as well as identifying any gaps in children's knowledge. Children's assessments are shared with all EYFS staff so that everyone is aware of children's starting points and children who are working below ARE are identified immediately.

In Early Years a number of strategies are adopted to ensure that all children make at least expected progress and in many cases accelerated progress. Maths is taught for 20 minutes daily focussing on a specific input relevant to the next steps that have been identified. Depending on the input these sessions are either taught to the whole class or in streamed groups enabling us to further target individual groups' next steps.

Maths opportunities are available during all areas of continuous provision to enable children to discover and explore previously taught skills and use these newly taught skills to problem solve. During this time, Early Years staff use Tapestry as a way of observing the children, intervening early to address any misconceptions, but also challenge the children through questioning. We also use objective led planning which identifies where children are working across three different strands:

- 1) counting and calculation.
- 2) Number recognition and sequence.
- 3) Shape and Measure.

Each of the objective led plans set out what children can already do and what skill/concept they are working on next. The Early Learning goals and curriculum statements are broken down into progressive objectives. Each week an adult will work with children on these personalised next steps during their continuous provision. This allows us to carefully monitor the children's progress on a daily/weekly basis. If children achieve their previous next step then they begin to work on their new target. It also allows us to keep track of any children who are making slower progress allowing us to identify who made need more frequent interventions or those who may need the objectives broken down into smaller chunks to achieve the outcomes.

Parents are also involved and Tapestry allows us to communicate how the children are progressing with their maths, what they are finding tricky and how parents can support them.

Maths workshops and maths stay and plays are organised throughout the year to ensure a consistency in approach.