



Mathematics Intent

Our aim at Burlington Junior School is to encourage children to be confident and independent mathematicians who are able to apply secure strategies to working with the maths they encounter, specifically with maths lessons and also across the broad school curriculum. We intend to provide a high-quality mathematics curriculum which provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject.

To ensure that pupils develop a secure knowledge that they can build on, our maths curriculum is organised into a progression model that outlines the skills, knowledge and vocabulary to be taught in a sequentially coherent way.

Our maths curriculum has been designed to cover all of the skills, knowledge and understanding set out in the National Curriculum. The National Curriculum states that maths is 'essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment.' With this in mind our intent is to ensure that meaningful links are made with other subjects to strengthen connections and understanding.

To supplement and enhance the National Curriculum we use a programme called Effective Maths which is a mastery approach to the teaching of mathematics. It is a comprehensive framework for ensuring high quality maths teaching, developing the key features of: mastery; procedural and conceptual understanding; variation; mathematical patterns, relationships and connections. These are mapped out to ensure that pupils build on secure prior knowledge.

The maths curriculum content is carefully organised by each year group through a long term plan. Content knowledge, vocabulary and skills will then be planned for at a greater level of detail in short term plans.

How is our intent implemented in the classroom?

All learning will start with revisiting prior knowledge and making meaningful connections. Staff will model explicitly the subject-specific vocabulary, knowledge and skills relevant to the learning to allow them to integrate new knowledge into larger concepts.

At the beginning of the year, through Effective Maths, all pupils in school review how our number system works and the basics of calculation with number, focussing initially on addition and subtraction. Methods for calculating are modelled and pupils are assessed formatively for their understanding during the lesson. Those who require further practice are focussed on for further intervention to ensure they are able to develop in their maths understanding.

In addition to Effective Maths, pupils are supported in their understanding through the use of Mathletics and Times Tables Rock Stars. Both are online learning platforms which can be accessed outside of school. A Times Tables Rock Stars leader board is updated regularly.

Consistent learning walls in every classroom provide constant scaffolding for children. Subject specific vocabulary is displayed on displays along with key facts, questions, and model exemplars of the work being taught.



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Maths assessment is ongoing throughout every lesson and, where applicable, through cross curricular themes. This allows the teacher to focus effectively on pupils who require further intervention, to ensure their maths understanding develops towards the required level, and also to enable appropriate challenge to all children. Pupils are given detailed feedback on their work *in situ* and in marked response, including next steps, to respond to in order to personalise their learning through editing and consolidating their understanding.

Regular question level analysis from assessments allows teachers to monitor and intervene on maths areas of need. School improvement leaders closely monitor all pupil's books and hold termly meetings with all teachers to assess individual children's learning needs and progress. Effective end of unit tests are used to review learning and check that children know more and remember more.

Our mathematicians will be given a variety of experiences, both in and out of the classroom, where they are able to create memorable learning opportunities to further support and develop their understanding.

What is the impact?

At Burlington 'pupil voice' shows that pupils are confident and able to talk about what they have learnt in maths using subject specific vocabulary. Pupil voice also demonstrates that pupils enjoy maths and are able to recall their learning over time. Pupils' work demonstrates that maths is taught at an age appropriate standard across each year group, with sufficient challenge and opportunities for pupils working at greater depth. Work is of a good quality and demonstrates pupils are acquiring knowledge, skills and vocabulary in an appropriate sequence. National testing at the end of the Key Stage also evidences impact.