



Maths

Intent

At Burford School, we are committed to nurturing confident, deep-thinking mathematicians, who explore patterns and make connections.

Since adopting a Mastery approach to the teaching and learning of Maths in 2017, we have benefited from having Maths Leads who are part of the BBO working maths groups in order to embed the approach across the school.

Underlying the approach is the belief that all children can achieve and develop a deep mathematical understanding. The focus is on developing factual, procedural and conceptual fluency: what, how and why; enabling children to become fluent mathematicians who are able to reason and solve a variety of problems by applying what they have learned in a range of contexts. Conceptual understanding is developed through concrete, visual and structural representations and children are given opportunities to spot patterns, make connections and explain their reasoning on a daily basis.

Our Mastery approach builds on our Burford Values across the school and enables children to develop their Burford Body. Children are able to use their 'mind', 'mouth' and 'ears' regularly in Maths lessons, when discussing and solving mathematical problems with their peers.

Implementation

Maths is a core subject, which is taught following a mastery approach. 'White Rose Maths' forms the basis of our curriculum to enable consistency of Maths teaching across the school. To ensure that lessons are carefully planned, tackling concepts in small steps, which build on each other following a coherent journey. Teachers supplement lessons with additional resources and online platforms if relevant. Lessons are tailored to the children, carefully crafted scaffolding prompts conceptual understanding and, where necessary, specific planned interventions are carried out.

In Reception, Year 1 and Year 2, children are able to develop fluency in calculation and a flexibility with number through the support of the Mastering Number Programme. Within these sessions, children are given opportunities to clearly communicate their mathematical ideas and develop depth in understanding by becoming mathematically observant, looking for relationships and explaining their thinking. Please see the document 'Mastering Number at Burford School' for more information.

Once conceptual understanding has been mastered, children are supported and encouraged to think more deeply about mathematical concepts. For more information, please read Mastery at Burford: Deeper Understanding.

Children are encouraged to take responsibility for their learning through exciting discussions with their peers during Maths lessons. Having the opportunity to solve problems and identify efficient solutions enables children to become inquisitive learners who use a variety of methods and manipulatives when discussing and spotting patterns. Anchor charts are developed during lessons, as a result of these discussions and are displayed in classrooms to allow children to refer back to and use previous learning in subsequent lessons. Using stem sentences across the school not only provides consistency of precise mathematical learning but also enables children to understand mathematical concepts clearly and encourages them to develop their reasoning skills, spot connections and make generalisations. Challenging activities during lessons encourage children to persevere and become resilient learners.

Impact

Coverage and progression throughout the school is monitored by the Maths and Assessment coordinators. Both summative and formative assessment strategies are used throughout the year to accurately record children's understanding of the National Curriculum objectives.

In the Foundation Stage, Numbers and Shape, Space and Measure are assessed formatively throughout the year and a summative assessment is made for the Foundation Stage Profile in June. Each child is assessed as emerging or expected against each Early Learning Goal.

Parents are informed of their child's progress in Maths as working above, within or towards the age related expectations of their year group through discussions held at mid year parents' evenings and in the summer report.

The Maths coordinators monitor and evaluate the provision of Maths, through 'Book Looks', learning walks and evaluation of planning documents and assessment. Team teaching and teacher observations of White Rose Maths lessons have been set up to enable teachers to work collaboratively and provide support to colleagues through feedback and discussion. Children are given the opportunity to express their opinions through 'pupil voice', which allows the Maths Co-ordinators to identify future priorities and make informed decisions on learning experiences in Maths lessons.