Mathematics Intent, Implementation and Impact

Intent

We strive to make maths fun, purposeful and interesting for all children.

Mathematics is vital in everyday life and, with this in mind, the purpose of Mathematics at Burlington Infant School is to develop an ability and desire to solve problems, to reason, to think logically and to work systematically and accurately. Our intent is to have a mathematics curriculum which is accessible to all, regardless of their ability and will maximise every child's potential.

We aim for our children to be confident, enthusiastic and able mathematicians who are independent, inquisitive and not afraid to take risks. We want them to visualise numbers in their heads and work out calculations efficiently with an ambitious, determined and positive mind-set. We want them to be fluent with number and be able to use resources effectively to create good concrete, factual and conceptual understanding. Using this fluency we want children to make rich connections across mathematical ideas to develop mathematical reasoning and competence in solving increasingly sophisticated problems. We want them to be resilient when faced with problems and to know that they can draw on previous learning to work it out and find solutions independently. We want every child to develop a sound understanding of Maths, equipping them with the skills of calculation, reasoning and problem solving that they need in life beyond school.

How is our intent implemented in the classroom?

We use White Rose to underpin our planning. Children will be given access to a variety of mathematical opportunities, which will enable them to make the connections in learning, develop and use new vocabulary and discuss their learning.

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. All learning starts with revisiting prior knowledge on which we build, 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. Consistent Learning Walls in every classroom provide constant scaffolding for children. Subject

specific vocabulary is displayed along with key facts, questions, and model exemplars of the work being taught.

Maths assessment is ongoing throughout every lesson. 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 'live' feedback on their work and in marked response, including next steps in order for them to move forward in their understanding. Regular question level analysis from assessments allows teachers to monitor and intervene on maths areas of need. Those who require additional support are focussed on for further intervention to ensure they are able to develop in their maths understanding. School improvement leaders closely monitor pupil's books, conduct learning walks and discuss with Teachers to assess children's learning needs and progress.

Our mathematicians are 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?

As a result of our Maths teaching at Burlington you will see:

- Engaged learners who are challenged and make progress from their starting points.
- Enthusiastic children who can talk about their Maths learning using subject specific vocabulary.
- Confident learners who can make links between mathematical topics.
- Ambitious children who enjoy maths and take pride in their work.
- Children's 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.
- Children's work of a high quality that demonstrates pupils are acquiring knowledge, skills and vocabulary in an appropriate sequence.
- Assessments and national testing at the end of the Key Stage evidences impact.