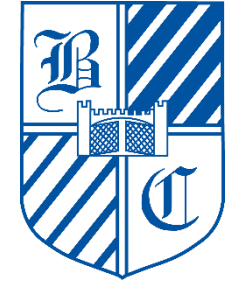


Mathematics at Butlers Court



Our Butlers Court family nurtures kind, resilient, ambitious and curious children. Our caring environment supports well-being and self-belief, encouraging everyone to flourish. Through a wide range of experiences and opportunities, every child has the chance to shine, developing a love of learning and prepared for the ever-changing world and a future of possibilities.

Curriculum Intent

We offer all children a broad and exciting curriculum that inspires creativity, builds strong subject knowledge, and makes learning enjoyable and meaningful.

We nurture curiosity and develop essential skills such as problem-solving, communication, and independent thinking through engaging and memorable experiences.

We value every child's voice, encouraging them to express their opinions and take an active role in school life.

Our Values

Resilience

Honesty

Responsibility

Respect

Tolerance

Kindness

Curriculum Intent – We aim to ...

At Butlers Court School we aim to instil a sense of confidence and enjoyment in maths which enables all pupils to achieve. Our curriculum is designed to support and challenge all pupils, built on the belief that everyone can learn maths successfully.

Through our curriculum we intend that all pupils:

- become fluent in the fundamentals of maths so that they develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- are able to reason mathematically by following a line of enquiry and develop and present a justification, argument or proof using mathematical language.
- are able to solve problems and explain their methodology by applying their mathematics to a variety of problems with increasing sophistication, including in unfamiliar contexts and to model real-life scenarios.
- have an appreciation of number and number operations, which enables mental calculations and written procedures to be performed efficiently, fluently and accurately.

Curriculum Implementation – How we achieve this...

High Quality CPD

All teaching staff have open access to continually access high quality CPD through the WRM and PM scheme. Subject leaders attend regular 'Maths Hub' meetings. Staff who have accessed training will then disseminate information to all staff through staff meetings.

A Sequenced Curriculum

Here at Butlers Court School, we are using the Power Maths (linked with White Rose Maths) scheme of work from EYFS to Y6. Using this scheme, staff are able to plan well-sequenced units of work involving key stages: fluency, reasoning and problem solving. Each unit is built upon prior learning from earlier year groups, which is briefly revisited before introducing new knowledge and vocabulary in line with curriculum expectations. Planning is always amended to meet the needs of each individual cohort, and so staff are not bound by the given structures within a unit of work. New concepts and ideas are introduced using either a concrete, pictorial or abstract approach as we understand that each child is unique and learn in different ways.

Knowledge Focused

In order to leave Butlers Court School with an excellent mathematical knowledge and understanding, the teaching of mathematics is carefully considered and sequenced. By dividing key ideas into small units of work, pupils have the chance to develop a level of automaticity within the subject, enabling them to build upon existing skills throughout their school career. This approach ensures that pupils can make links between topics, apply skills to various scenarios and deepen their knowledge of the subject.

Focus on Vocabulary

Each class has a Maths working wall where staff display key vocabulary relating to the current unit of work being taught. This is explicitly introduced and encouraged to support their mathematical oracy. Links are made with previous vocabulary.

Fluency, reasoning and problem solving

There is an emphasis on the teaching of: Fluency, Reasoning and Problem Solving throughout the curriculum. Staff sequence each new topic so that the fluency aspect of the unit is delivered first. Being fluent with a set skill is fundamental and underpins a pupil's ability to apply that knowledge to more complex reasoning and problem-solving skills later on. Pupils who struggle with the fluency aspect of the curriculum will be offered additional support to ensure they have a good understanding of the fundamentals of a topic. Once pupils show a proficiency in their fluency, they will then be challenged to apply their skills in more demanding tasks. As topics are revisited throughout the year, reasoning and problem solving become much more of a focus, as pupils will already have the necessary understanding that can be applied.

Number fact focus

Pupils in KS1 are given regular opportunity to practise their understanding and rapid recall of number bonds and other key facts through daily 'Mastering Number' sessions. Similarly, pupils within KS2 are able to develop their recall of multiplication facts through a daily recall session and utilising the 'TT Rockstars' program (both within school and at home). Both individual and class achievements are celebrated in classes and in Achievement Assembly. Sentence stems and repetition are used to support consolidation of number facts.

Wider Curriculum Opportunities

During the year, pupils have the opportunities to further develop their mathematical experiences through Outdoor Learning sessions, STEM week learning and opportunities outside of school.

Place value at the forefront

The concept of place value underpins all mathematical understanding. Being fluent with place value ensures that pupils have a good understanding of number and the number system. Each academic year starts with a unit on place value, this enables all pupils to revisit and practice key concepts and supports the development of a strong foundation on which the rest of the Mathematics curriculum can be built on.

Practical Approach

A practical approach to Mathematics is important to pupils throughout the school. There is a particular emphasis on using concrete resources to embed understanding for all learners. Whilst the use of practical resources is encouraged throughout the school, we are aware that concepts become more abstract as the years progress and pupils need to apply their knowledge and fluency skills to an increasing number of pictorial and abstract concepts and tasks.

Revisiting and Retrieving

We aim for strong subject fluency. Automaticity within the subject lends itself to pupils then being able to reason and problem solve with confidence. Repetition ensures key skills are continually practised and become embedded within the long-term memory. Our 'Mastering Number' programme used in KS1 supports this practice along with 'Flashback 4s' used in KS2. Maths Booster Groups are provided for those children that need to revisit concepts more thoroughly.

Assessment

Staff continually assess pupils throughout each lesson ending with a key reflection question, and will support / scaffold where needed. This may be through immediate support, an intervention outside of the lesson or over learning / pre teaching. Summative assessments take place through termly NTS papers, and formative assessments are made after each topic with Power Maths end of topic tests. This data is used to identify gaps in learning to ensure these gaps are addressed in teaching or through high quality interventions.

Curriculum Impact

- Pupils show an enjoyment and curiosity for Mathematics.
- Pupils use precise mathematical vocabulary to answer questions and explain their reasoning clearly.
- Pupils are confident answering fluency, reasoning and problem-solving questions.
- Staff are confident about teaching all aspects of the mathematics curriculum.
- All pupils make excellent progress from a range of starting points.

Impact is monitored by regular learning walks and book looks, with feedback given to teachers to ensure a consistent approach to planning, lesson delivery, marking and assessment and a consistent use of mathematical vocabulary is built upon across the school.

Our end of Key Stage assessment results in Maths are consistently above County and National averages.

KS2 SATs	2023	2024	2025
School	90%	81.4%	90%
Bucks	73.5%	75%	76%
National	73%	73%	74%