

Depth of learning at Burlish Park Primary School

The current National Curriculum document says:

'The expectation is that the majority of pupils will move through the programmes of study at broadly the same pace. However, decisions about when to progress should always be based on the security of pupils' understanding and their readiness to progress to the next stage. Pupils who grasp concepts rapidly should be challenged through being offered rich and sophisticated problems before any acceleration through new content. Those who are not sufficiently fluent with earlier material should consolidate their understanding, including through additional practice, before moving on.' (National Curriculum page 3)



So what is Depth of Learning/Mastery?

'A mathematical concept or skill has been mastered when, through exploration, practice and application over time, a person can represent it in multiple ways, has the language to be able to be able to communicate related ideas, and can think mathematically with the concept so that they can independently apply it to a totally new problem in an unfamiliar situation'

'Mastering Mathematics' Helen Drury 2014

Characteristics of deeper learning

Secure sustainable understanding

A confident and an inquisitive nature.
To see maths as fun.

A bank of ideas, concepts, facts and skills that they can access fluently and appropriately

A well developed mathematical language to communicate and reason with

A sense of growing independence and perseverance

An ability to work flexibly and make connections

At Burlish Park progress in mathematics learning each year is assessed according to the extent to which pupils are gaining a deeper understanding of the content taught for that year, resulting in sustainable knowledge and skills. Key measures of this are the abilities to reason mathematically and to solve increasingly complex problems, doing so with fluency.