





We want pupils to have a positive and ambitious attitude towards Mathematics and appreciate relationships between the different mathematical structures. Pupils will be able to use the broad language of Mathematics confidently and ask and answers questions, follow lines of enquiry, explaining and verifying what has been found. All pupils will have the application of mathematics to investigate, challenge and solve problems, which is integrated with work on number, algebra, shape and space, measures and data handling. Pupils will be able to use mathematics as an effective tool in a wide range of activities both within the school and in everyday life, recognizing links with other subjects to them be equipped for the future.

	Make Connections	Self manage / Independence	Challenge / high expectations	Creativity	Problem solving / resilience
Aspire, Believe	<p>We plan so that:</p> <ul style="list-style-type: none"> •Students make connections between curriculum area such as Science, Geogrpahy, Design Technology and Computing •E.g. measuring, graphs, conversions, estimating, ratio, •Links are made explicite to real-life e.g money and finance 	<p>We plan so that:</p> <ul style="list-style-type: none"> •Students become independent learners, are self motivated and resilient •Students are organised and able to remember key number facts, methods and strategies •Students self-govern and problem solve 	<p>We plan so that:</p> <ul style="list-style-type: none"> •Everyone is challenged through differentiation and reasonable adjustments •through bronze, silver and gold tasks •Challenge oppurtunities for high attainers through extension tasks and open ended investigations 	<p>We plan so that:</p> <ul style="list-style-type: none"> •We foster an environment where students are confident to explore, experiment and develop their own independent ideas •We create a climate of risk-taking, valuing creativity and expanding creative vision 	<p>We plan so that:</p> <ul style="list-style-type: none"> •Students have regular opportunities to think, enquire and find their own maths solutions •Students are encourage to develop resilience in learning and keep trying even if it becomes challenging •We create a learning environment in which children feel safe to make mistakes and are reflective – self and peer assessing and the end of each lesson
 Grow	<p>We provide opportunities to:</p> <ul style="list-style-type: none"> •Let students discover links •Bring interactive lessons into the classroom •Outdoor learning •Trips •Discover cross-curricular links •STEM Day 	<p>We build in oportunities for:</p> <ul style="list-style-type: none"> •Choice of starting points •Ownership of learning •Reviewing own learning •Setting own targets •Finding own solutions •Considering others methods •Being prepared with correct equipment •Peer to peer learning and feedback •Independent learning days - Revision 	<p>We provide opportunities to:</p> <ul style="list-style-type: none"> •Access the curriculum with the highest appropriate target including challenge for all •Model best practise •Share positive praise and feedback through marking and verbally •Take risks and learn from mistakes and misconceptions – students share their own methods •Self-challenge 	<p>We provide opportunities to:</p> <ul style="list-style-type: none"> • Be creative through open ended child-led tasks • Choosing starting points • Think and contemplate • Collaborate with others • Celebrate original ideas 	<p>We provide opportunities to:</p> <ul style="list-style-type: none"> •See and experience real world examples – see teachers make mistakes and learn •Secure a base of mathematical understanding and knowledge •Face complex maths challenges •Praise effort and take risks •Challenge ourselves with trial and error strategies •Discuss our pathway to success with peers
 Achieve	<ul style="list-style-type: none"> •Students develop transferable skills •Students are able to collaborate •Students are confident communicators •Students are well- rounded individuals •Students make good or better than expected progress and reach their expected attainment. 	<ul style="list-style-type: none"> •Students become lifelong learners Students are independent learners •Students understand where they are and where to go next in their learning journey •Students know what they need to do to make progress 	<ul style="list-style-type: none"> •Students set their own targets •Students are proud of own achievements •Students make good or better than expected progress and reach their expected attainment. 	<ul style="list-style-type: none"> •Students are confident to question and think outside the box •Students are well rounded - valuing creativity in STEM subjects •Students make good or better progress across the curriculum 	<ul style="list-style-type: none"> •Students are resilient and prepared to keep trying •Students see mistakes as opportunities, not failures •Students make good or better progress as they develop resilience in learning