**Intent**

Mathematics is a highly connected subject, which is needed to competently function in society. Children’s chances of success are maximised if they develop deep and lasting understanding of mathematical procedures and concepts. Therefore, the Mathematics curriculum at Flixton Primary School reflects the understanding that mathematical literacy is important for all pupils to possess and apply.

Mathematical understanding is at the core of every Maths lesson and is achieved through the use of concrete manipulatives and pictorial images. Within lessons, the onus placed on procedure and fluency is there to help build foundations and free working memory. This is a purposeful strategy used so that children are able to question, discuss and reason at a deeper level. This opportunity is available to all children.

**Excellence in mathematics is typified by:**

* Enthusiastic and confident mathematicians who demonstrate conceptual as well as procedural understanding, making connections within mathematics, with other subjects and with real life.
* Children who are curious and imaginative, and have the initiative to solve problems independently.
* Children who demonstrate high levels of engagement and persevere when faced with mathematical challenges.
* Children who reason, generalise and make sense of solutions when investigating mathematically.
* Children who are able to see mistakes as a way of increasing learning opportunities.
* Children who demonstrate high levels of fluency in performing written and mental calculations and mathematical techniques in a variety of contexts.
* Children who use mathematical language in mathematical discussions.
* Children who have the confidence and enthusiasm to initiate and to engage in purposeful mathematical discussion.
* Children who are be able to speak confidently sharing their mathematical reasoning.

**Implementation**

Using the National Curriculum as a guiding document, a consistent and progressive framework is in place from EYFS, KS1, LKS2 and UKS2, using the programmes of study from each mathematical area. Across the school, we use quality guidance and resources from NCETM (National Centre for Excellence in the Teaching of Mathematics) and White Rose, who are inspired and informed by robust, world-class research and global maths experts.

We encourage our pupils to explore, discover, analyse and apply mathematics, using a cyclical concrete, pictorial and abstract approach to lessons. Teaching techniques and strategies utilise all modes of learning, including integrating maths across the curriculum, with specific, progressive links being made in Design and Technology, Science, Geography and History. To help build skills, children also participate in discrete problem-solving activities (MAGIC MATHS), use computer technology, calculators and grounds-work.

**M – M**ake a model or picture

**A – A**ctit out

**G – G**uess and Improve

**I – I**nverse

**C – C**reate a list or table

**Impact**

The impact of this policy on outcomes for children is measured against our Excellence Statements for Maths.

 The Maths subject leader monitors the impact of this policy through:

-       Book scrutiny

-       Pupil interview / survey

-       Data analysis

-       Teacher interview / survey

Leadership team monitoring is also fed to the Maths lead.