|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Holy Trinity C of E Primary School**  **School Improvement 2021-22** | | | | | | | | |
| **Subject** | **Mathematics** | | | | | | | |
| **Staff** | **Danielle Horsley** | | | | | | | |
| **Strategic Subject Intent** | | | **Intended Impact** | | | | | |
| Mathematics is essential to **everyday life**, with this in mind, the purpose of Mathematics at Holy Trinity is to develop fluency, the ability to solve problems and begin to reason. Skills and knowledge are revisited and applied **cross-curricular**, such as in Science and DT.  We aim to provide a high-quality mathematics education with a **mastery approach** so that all children:  • become **fluent** in the fundamentals of mathematics;  • **reason** mathematically;  • can **solve problems** by applying their mathematics.   * Children become **fluent** in the **fundamentals** of mathematics through frequent practice and beginning to implement varied practice with increasingly complex problems over time, so that pupils **develop conceptual understanding** and the ability to recall and apply knowledge rapidly and accurately. * Children are beginning to **reason mathematically** by following a line of enquiry, **investigating** relationships and making generalisations, as well as providing a **justification** or proof using **mathematical language.** | | | * Children demonstrate a deep understanding of Maths, including developing a quick recall of number facts and times tables. * Children display a positive and resilient attitude towards mathematics and an awareness of the fascination of Mathematics. * Confident children who can all talk about Maths and their learning as well as recognising links between Mathematical topics. * Children can use concrete manipulatives to reinforce mathematical concepts and have the flexibility and fluidity to move between different contexts and representations of Maths. * Children are more confident and can use different models (e.g. bar model) or procedural methods (e.g. column addition) when tackling reasoning and problem solving activities. * Children in Year 4 are prepared to undertake Statutory MTC Test in 2022. * Improved confidence and attainment of children accessing Mathletics in personalised interventions. | | | | | |
| **Subject Implementation** | | | | **RAG** | | | | **Comments** |
| **Autumn** | **Spring** | | **Summer** |
| To introduce Mathletics across school to close the gap between ARE children and children working below ARE using personalised learning. | | | |  |  | |  | Autumn – liaised with Mathletics to get CPD (ppts, videos) on this function. To implement in school possibly through bottom 20%? |
| To evaluate current resources for Math and include resources which will support mastery approach. | | | |  |  | |  | Autumn – began to look through resources and waiting for Maths Working Group to gain an insight of the best resources for the mastery approach (NCETM big 5). |
| To update the whole school Superhero Multiplication system to correspond with Mastery Approach to Mathematics | | | |  |  | |  | New superheroes are in place and each child has been placed on the new system. Certificates, display resources and a superhero progression grid has been created to support staff and children in their superhero journey, |
| To create ‘Maths Meetings’ / ‘busy pictures’ document and introduce to staff as discussed with School Improvement Partner to promote discussion and reasoning around maths | | | |  |  | |  | Autumn – discussed this strategy with SIP Andrew. He has given me ideas and I will trial this in my class before rolling out to whole school. |
| Maths Teaching for Mastery Research Group (November 2021) which includes school support visits from a mastery specialist and 6 teacher research groups.  (watch maths, discuss and engage collaboratively in PD and planning tasks) | | | |  |  | |  | Autumn – applied for the group in September. First support session was cancelled by Stranton due to staff illness. We are working on a new date for this to begin, |
| To create a ‘buzz’ around Maths by implementing events, such as Mathletics World Cup and Maths Week | | | |  |  | |  | Autumn – KS2 participated in the Numberfit Mathematics world cup which was previously covered and promoted by BBC. Children loved it and classes received certificates. For National Mathematics Week I held a problem solving day in the hall for each year group so that children could work together to solve problems practically (e.g. with resources, using logical thinking etc). Staff and children thoroughly enjoyed working through different NRich roadshow resources and asked for this to be repeated next year. |
| **Funding & Resources** | | **Cost (Time & Money)** | | | | **Links to Academy Council** | | |
| £1000 from Maths Mastery Course, to be spent on improving concrete resources for each class (e.g. manipulatives such as base 10, numicon). | | | | | |  | | |
| **Evaluation** | | | | | | | | |
|  | | | | | | | | |