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| **Holy Trinity C of E Primary School**  **School Improvement 2022-23** | | | | | | | | |
| **Subject** | **Maths** | | | | | | | |
| **Staff** | **Mrs Wager** | | | | | | | |
| **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.  From EYFS-Y6 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.  In **Early Years**, Mastery Mathematics involves teaching the underlying structure of the number system through **playing and exploring** with manipulatives, **active learning**, and **encouraging critical** and **creative thinking**.   * Across school, children become **fluent** in the **fundamentals** of mathematics through frequent, varied practice and apply their knowledge to 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 use White Rose end of block assessments across school to close the gap between ARE children and children working below ARE using personalised learning (interventions, catch-up etc) by Aut 1 | | | |  |  | |  | White Rose is fully embedded across the school and end of block assessments are carried out and monitored. |
| To conduct an audit of resources across school. By Spring | | | |  |  | |  | Audit conducted and necessary resources purchased. |
| To implement Plus 1 and Power of 2 across school.By Aut 1 | | | |  |  | |  | Embedded in all classes for the bottom 20% |
| To implement Times Tables Rockstars across school to develop fluency in mental maths strategies. By Aut 1 | | | |  |  | |  | Embedded from y2-y6. |
| To implement Maths Mastery stem sentences, questioning and topic vocabulary in each class. By Aut 1 | | | |  |  | |  | Each class has a maths display showing stem sentences and key vocabulary. |
| **Funding & Resources** | | **Cost (Time & Money)** | | | | **Links to Academy Council** | | |
| Budget to continue Maths Shed  To purchase a subscription to Times Tables Rockstars.  Budget to continue to develop resources  Budget to consider buying maths themed books for reading for please class libraries  Budget for 3x Maths Network meetings with the LA (£30 per session) | | | | | |  | | |
| **Evaluation** | | | | | | | | |
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