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| **Holy Trinity C of E Primary School**  **School Improvement 2023-24** | | | | | | | | |
| **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** |
| Reception, Year 1 and Year 2 to start the Mastering Number programme in Sept 23 and embed throughout the year. Reception, and KS1 teachers. Autumn 1 | | | |  |  | |  |  |
| To implement fluency objectives for KS2, to follow the same format at the Mastering Number programme. Maths Co-ordinator to work with KS2 teachers. By Autumn 1 | | | |  |  | |  |  |
| To monitor impact of weekly arithmetic tests in each year group. Maths Co-ordinator. By Autumn 2 | | | |  |  | |  |  |
| To implement Maths Journals from Y3 – Y6. Maths Co-ordinator to work with KS2 teachers. By Spring 1. | | | |  |  | |  |  |
| To monitor impact of TTRS. Maths Co-ordinator. By Spring 1. | | | |  |  | |  |  |
| **Funding & Resources** | | **Cost (Time & Money)** | | | | **Links to Academy Council** | | |
| Mastering Number Fully funded  Budget to continue for White Rose £240  Budget to continue Maths Shed £150  To purchase a subscription to Times Tables Rockstars. £105  Budget to continue to develop resources £500  Budget for 3x Maths Network meetings with the LA £30 per session  Maths Hub sessions Fully funded | | | | | |  | | |
| **Evaluation** | | | | | | | | |
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