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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.
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| **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 fundedBudget 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 sessionMaths Hub sessions Fully funded |  |
| **Evaluation** |
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