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| **Holy Trinity C of E Primary School**  **School Improvement 2025-26** | | | | | | | | |
| **Subject** | **Maths** | | | | | | | |
| **Staff** | **Becca Walker** | | | | | | | |
| **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 solid 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. * Children show an independent approach to learning, choosing a calculation method appropriate for them, having been taught a range of fluency methods. * Confident children who can 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 a range of 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 2025. * Improved confidence and attainment of children accessing Mathletics in personalised interventions. | | | | | |
| **Subject Implementation** | | | | **RAG** | | | | **Comments** |
| **Autumn** | **Spring** | | **Summer** |
| Ensure professional development is highly effective so that it translates into improvements and consistency in the teaching of the curriculum. | | | |  |  | |  | Autumn:   * Meet with staff to set expectations and offer support. * Learning walk: gain an understanding of maths across school.   Spring:   * Analysis of WRM data to identify areas for development across school * LA Network meetings (dates tbc) |
| Have secure knowledge of what good progress like within their area of responsibility and use this to effectively drive improvement. To moderate children’s progress across school to ensure that the teaching of maths and arithmetic is having a positive impact on attainment.  Use of arithmetic files to support evidence of teaching, reactive/individual teaching and progress with arithmetic skills. | | | |  |  | |  | Autumn:   * Learning walk: gain an understanding of maths across school. * Monitor arithmetic files: ensure consistency of reactive teaching in KS2. * Monitoring of WRM assessments   Spring:   * Monitoring of WRM assessments   Summer:   * Monitoring of WRM assessments |
| Utilise coaching to ensure teaching is routinely strong | | | |  |  | |  | Autumn:   * Learning walk: gain an understanding of maths across school. * Embed learning walls in each classroom   Spring:   * Learning walk: focus tbc * Pupil voice * LA Network meetings (dates tbc) |
| Sustain rates of parental engagement so parents are more able to support children in their learning. | | | |  |  | |  | Autumn:   * Investigate current homework routines and consistency   Spring:   * Consider a maths workshop with parents |
| To continue to improve the teaching of mathematics underpinned by WRM principles.  To monitor the teaching of WRM and ensure that staff are adapting resources to meet the needs of their children, whilst still having fidelity to the scheme. | | | |  |  | |  | Autumn:   * Learning walk: gain an understanding of maths across school. * Book look   Spring:   * Learning walk: gain an understanding of maths across school. * Book look |
| To ensure pupils’ work across the curriculum is consistently of a high quality. | | | |  |  | |  | Autumn:   * Learning walk: gain an understanding of maths across school. * Book look   Spring:   * Learning walk: focus tbc |
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| **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  Budget to continue 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  Number stacks (SEN Intervention) £125 | | | | | | Helen Cordiner | | |
| **Evaluation** | | | | | | | | |
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