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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 | | | |  |  | |  | Mastering number is now starting to be embedded. All teachers have attended termly online training.  To continue next year. |
| 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 | | | |  |  | |  | Staff meeting delivered regarding the objectives and example lessons shown. Maths co-ordinator has worked with KS2 teachers and will monitor impact. |
| To monitor impact of weekly arithmetic tests in each year group. Maths Co-ordinator. By Autumn 2 | | | |  |  | |  | Maths co-ordinator has monitored progress of weekly arithmetic tests using the assessment tracker. Discussions and support have been put in place for individual children. |
| To implement Maths Journals from Y3 – Y6. Maths Co-ordinator to work with KS2 teachers. By Spring 1. | | | |  |  | |  | Y3 started Maths Journals in Spring 1 and Y4 have fully embedded them. Good examples have been shared in teams. To continue next academic year. |
| To monitor impact of TTRS. Maths Co-ordinator. By Spring 1. | | | |  |  | |  | Maths co-ordinator has analysed the data of the Gigs for each class throughout the year. Individual support has been given and discussions had between teachers regarding progress.  To continue next academic year as good progress has been made. |
| **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  Number stacks (SEN Intervention) £125 | | | | | | Helen Cordiner | | |
| **Evaluation** | | | | | | | | |
| To continue with the above subscriptions. To apply for Mastering Number KS2 for Sept 24. | | | | | | | | |