**SHALOM NOAM PRIMARY SCHOOL**

**SUBJECT DEVELOPMENT PLAN**

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| **Subject**  Maths | **Leader**  Mrs Stewart | **Budget**  £1000 |
| **AIM:**  To promote a love and enjoyment of maths across the school which is accessible to all and will maximise the development of every child’s ability and academic achievement. | | |
| **Intent** | | |
| At Noam, in Mathematics, we intend to create confident problem solvers of the future who can collaborate within a team as well as work independently, and at length, on increasingly difficult mathematical tasks. Through a programme of mathematics, which follows the National Curriculum, acquiring fluency and having a rapid recall of mathematical facts, will ensure the children of Noam, make the many links and connections within the subject of maths. Our learners will be challenged and encouraged to take risks and see failure as an opportunity to learn more. Being able to reason and question their maths is crucial to further development and forms part of all lessons as well as have an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject. | | |
| **Implementation** | | |
| Noam is in the first year of the three year Mastery Mathematics Readiness Programme. During this period of time, we will aim to introduce mastery maths into every class in Noam. Each lesson is planned according to the needs of the class; this enables the children to think for themselves and support each other with their mathematical development. Teachers expect the children to be able to recall and recap learning from previous lessons and make connections across the subject. Deciding what they already know and what information they are given is the perfect start to solving any problem. The children will be taught new skills and knowledge and be able to consolidate that over time. Applying new skills and knowledge is crucial to the children’s understanding of mathematics alongside reasoning at the appropriate level. Mathematical learners should always be ready to ask themselves –‘What if,,?’ and this forms a part of our lessons as investigations, particularly for our more able learners to develop their mathematical skills.  **Marking and Feedback**: Feedback and marking should be completed, where possible, within the lesson. All marking and feedback is given in line with our marking and feedback policy. | | |
| **Impact** | | |
| Being confident with the manipulation of number; being confident to raise and answer questions; being able to reason thoroughly about their mathematical thoughts and being curious about this subject has a direct impact on their knowledge, skills and life opportunities.  Mathematics isn’t about just knowing your times tables; it isn’t about just knowing how to add fractions or rotate a shape on a coordinate grid. Maths is about the world we live in and how we make sense of it and how in the future we develop people who can create and solve those problems that take us further into the 21st century.  • Pupils are inspired and will enjoy Maths.  • Pupils of all abilities will be able to succeed in all Maths lessons because work will be appropriately scaffolded  • Pupils will leave primary school being able to access the Year 7 curriculum.  • Parents and carers will have a good understanding of how they can support Maths at home, and contribute regularly to homework  • The % of pupils working at ARE within each year group will be at least in line with national averages.  • The % of pupils working at Greater Depth within each year group will be at least in line with national averages | | |