

As a staff we will :

Implement a whole school approach to the teaching of Mathematics, with a balanced and integrated approach that ensures explicit and systematic teaching of skills.

Implement a daily numeracy block

Use Learning Design to plan and implement a learning and assessment tasks

Use formative and summative assessment strategies which will inform practice

Use intervention strategies to support students

Use a gradual release of responsibility model to support student learning

Collaboratively work within a PLC to design , implement, assess and moderate units of work

PLC Rep to work collaboratively in Numeracy Committee (1 meeting per term)- **Purpose:**

1. Plan and monitor implementation of Intervention – students who need support in Trust the Count and Place Value.
2. Investigate acceleration Mathematics Programs

Implement the big ideas in number (Tierney Kennedy):

Reception: Trusting the Count

Year 1 & 2: Place Value

Year 3 & 4: Multiplicative Thinking

Year 5 & 6: Partitioning

Year 7: Proportional Reasoning

Teachers will use a range of resources which may include:

Natural Maths: Ann Baker

Back to Front Maths: Tierney Kennedy

Integrated Learning – Transfer of Skills

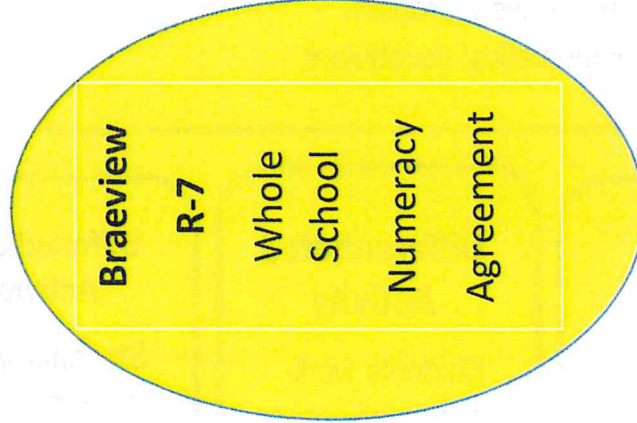
Maths 360

Problematised Situations

We believe our students should be motivated lifelong learners, who are able to transfer their numeracy skills to other learning areas and real life situations.

Therefore as staff we will:

- Support students to understand the purpose and context of their learning
- Incorporate all proficiencies into units of work covered
- Encourage risk taking
- Support all students to become independent learners
- Provide students with opportunities to demonstrate their understanding to a high standard
- Encourage a Growth Mindset



Proficiencies

Understanding

Fluency

Problem Solving

Reasoning

Intervention

Intervention strategies are implemented – providing students with appropriate support and / or students who require the challenge to stretch their thinking.

Daily Numeracy Block (60 minutes per day)

The Numeracy block needs to incorporate components of each of the following:

- Warm up activity
- Whole class explicit teaching
- Guided Activities- Problem Solving and Reasoning
- Share Time/ Reflection

Standardised Tests & Targets	R	Y1	Y2	Yr3	Yr4	Yr5	Yr6	Yr7
PAT M (Term 3)		✓ >98	✓ >101	✓ >110	✓ >112	✓ >120	✓ >121	✓ >121
NAPLAN (Term 2)			✓ >3		✓ >5		✓ >7	

DECD SEA

HRS/ The Art and Science of Teaching

'Creating a guaranteed, viable curriculum is the number one factor for increased levels of learning (R. Marzano)

Teachers must work collaboratively (PLC) rather than in isolation.

Teachers must agree on the essential learning all students must acquire

Teachers must agree on how students will demonstrate their learning.

(Hattie)

The Four Critical Questions of the PLC at Work Process:

1. What do we expect students to learn?
2. How do we know they are learning it?
3. How do we respond when they do not learn?
4. How do we respond when they have already learned?

Process:

Map Mathematics Viable and Guaranteed Curriculum

Develop a year pacing guide

Create, design units of work using Learning Design

Design assessment tasks with Proficiency Scales/ Power Standards

Moderate student work samples

Numeracy Block Structure Years 1-7

10 minutes

Warm Up Activity

- A tuning in activity focusing on counting skills , an aspect of mental computation or activity connected to focus concept/strategy/skill
- Games based activity
- Whole class discussion to develop efficient mental strategies

35 minutes

Whole Class Explicit Teaching

- Investigation of a key mathematical topic
- Opportunity for students to construct mathematical ideas and develop thinking skills
- Focus open question that encourages students to discuss the strategies they use to solve a problem
- Build mathematical vocabulary

Guided Activity

Small group works with teacher to work on a specific skills using whole class activity as a base

Differentiated Activity

Students work in a small group, pairs or individually to work on a specific skills or understanding

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15 minutes

Share Time/ Reflection/ Take Away Message

- Articulate and share the strategies students used in the main teaching activity
- Journal key points and strategies used (shared or individuals)
- Reflected on what has been learned
- Address any misconceptions
- Praise progress