

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

Effective use of LDAM

Challenge high band learners

Use formative and summative assessment strategies which will inform practice and monitor student growth

Use intervention strategies including misconceptions to support student learning

Use a gradual release of responsibility model to support student learning

PLC Rep to work collaboratively in Numeracy Committee (fortnightly)-  
**Purpose:** plan and provide professional learning

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

Teachers will use a range of resources, which may include:

ORBIS Mathematics

Maths Pathways

DfE Resources

Australian Curriculum

DfE Scope and Sequence

National Numeracy Learning Progression

General Capabilities: Numeracy

Van de Walle

Ann Baker

Tierney Kennedy

Rob Uinger

Integrated Learning – Transfer of Skills Maths 300

Thinking Maths/ Think Square

Online Resources: Manga High/Prodigy/Top

Ten Resources

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
- Commit to building the capacity of teachers to design quality learning experiences that engage and challenge all students at various entry and exit points

### Proficiencies

Understanding

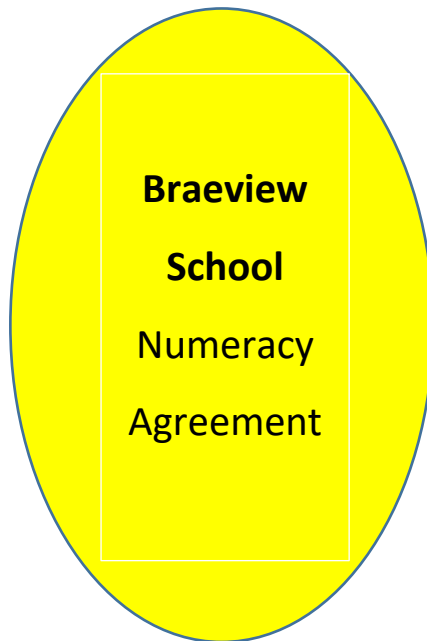
Fluency

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 may incorporate components of each of the following:

- Warm up activity
- Whole class explicit teaching
- Learning tasks include proficiencies
- Open and closed learning tasks
- Differentiation
- Share Time/ Reflection

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

Teachers work collaboratively (PLC).

Teachers agree on the essential learning all students must acquire (DfE Scope and Sequence)

Teachers agree on how students will demonstrate their learning.

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:

Create, design units of work using Learning Design

Differentiate learning tasks for inclusion of all students

Design assessment tasks including (Maths Pathway fortnightly assessment)

Use resources including DfE Teaching and Learning Resources

Design assessment tasks with success criteria and or rubrics

Moderate student work samples