

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 Curriculum Planning

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 (Di Siemons):

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:

Australian Curriculum V9 including General Capabilities (2023)

DfE Scope and Sequence (2023)

National Numeracy Learning Progression (V8.4)

DfE Resources on PLINK (2023)

ORBIS Mathematics (2022)

Maths Pathways (2022)

Top Ten Resources (2020)

Rob Vingerhoets (2020)

Van de Walle (2019)

Tierney Kennedy (2009)

Ann Baker (2008)

Integrated Learning – Transfer of Skills;

Thinking Maths / Think Square (pre 2016)

Online Resources: Manga High /Prodigy /

Learning Through Doing

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 using high impact strategies

Proficiencies

Understanding

Fluency

Problem Solving

Reasoning

Intervention

Intervention strategies are implemented –

- Small groups
- Regular sessions
- Focus on explicit instruction in Trust the Count and Place Value.

Braeview School Numeracy Agreement

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 1)				✓		✓	

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 and DfE Resources

Differentiate learning tasks for inclusion of all students

Design formative and summative assessment tasks

Use resources including DfE Teaching and Learning Resources

Design assessment tasks with success criteria and or rubrics

Moderate student work samples