



Our beliefs about numeracy...

At Morgan Primary School we believe mathematics is a positive, engaging and hands on experience, in which our students develop confidence and a sense of achievement from what they learn. Lessons are tailored to the students' needs and are differentiated to allow for extra support or more challenging learning.

How it looks in practice:

Programming and Planning

- Teachers use a site-wide planning pro-forma inclusive of Australian curriculum, proficiencies, learning intentions and success criteria.
- Teachers work in collaboration for consistency in student learning R-7.
- Students are identified and supported through appropriate intervention based on formative, summative and diagnostic assessments. Extra support/intervention is provided to students who are not meeting SEA standards.

Agreed Practice

- Teachers use questioning as a tool to deepen intellectual stretch in learning experiences, as well as, use student questioning to help direct learning sequence.
- Teachers use the basis of the 'Big ideas in Number' as a teaching and learning sequence for the development of mathematical concepts and as an intervention strategy.
- Teachers allow sufficient time at the end of lessons for reflection to promote collaboration, dialogue and sharing mathematical reasoning.
- Teachers provide ample opportunity for challenging hands on learning, authentic problem solving with the development of fluency and real world connections.
- Teachers programming and planning explicitly shows a problem solving focus. Teachers include problem solving tasks twice per week with an explicit focus on estimation and checking answers using varied strategies.
- Teachers use a combination of assessments to provide regular and timely feedback to students to inform the teaching sequence and adapt programs to ensure that all individual, group and whole class needs are met.

Agreed Lesson Plan

- Each lesson will comprise of:
 - 5 minute review and success criteria
 - 10 minutes mental routines
 - 15 minutes practice
 - 5 minute formative assessment time to check on learning
 - 15 minute practice
 - 10 minute reflection and next steps



How we develop teaching practice:

Collaborative Culture

- Staff are provided with opportunities to work collaboratively across the Partnership with teachers, coaches and mentors to continually build teacher capacity.

Peer /coach/ leader/mentor Observations

- Teachers engage in professional learning and NLTs to support best practice, build consistency and focus on intellectual stretch through Learning Design and Moderation.

Professional Development

- All teachers are regularly provided with the opportunity to observe each other's numeracy practice and receive and give feedback through coaching and mentoring at least once per term.
- Teachers are supported with professional learning that is linked to their Personal Development Plan, the School Improvement Plan and the Partnership Plan. PD opportunities are regularly checked via Plink.

Interventions

	Wave 1	Wave 2	Wave 3
	UNDER REVISION		

Assessment Schedule

Term 1	Term 2	Term 3	Term 4
B2F place value assessment	NAPLaN	PAT Maths B2F place value assessment	