



# Christie Downs Primary School – Mathematics Commitment

## LEARNING VISION

Our goal is to show continuous school improvement and increased student achievement in numeracy. Students will use appropriate mathematical vocabulary, take risks and persist when solving mathematical problems to develop a growth mindset. Students will challenge themselves mathematically, explain their thinking, reflect on their learning and apply their skills to real life contexts.

## PEDAGOGY: A CONSISTENT APPROACH

At Christie Downs Primary School we believe a whole school approach and consistency is key to creating powerful learners of mathematics. This is how we will accomplish this at Christie Downs Primary School:

- 300 minutes of teacher instruction each week (AC and Education Department of SA requirement) through explicit teaching and cross curricular areas.
- Number will be taught for 20mins per day (large classes and small classes where appropriate)
- Department for Education Maths Chats (Junior Primary Large Classes)
- Recalling of facts will be taught for 15mins per day (large classes years 3-6 and small classes where appropriate).
- Teaching and Learning programs are designed using the Australian Curriculum/ABLES
- Differentiation through Learning Intentions, Success Criteria and Stretch to meet learner needs
- Teachers use the model of gradual release to structure their lessons
- Encourage the curiosity and enjoyment of mathematics with students through cross curricular activities
- Functional Skill Inventories explored and engaged with (Small Classes)

## CURRICULUM DELIVERY

Mathematics is organised around the interaction of three content strands and four proficiency strands.

We will:

- teach the content strands of *Number and Algebra, Measurement and Geometry, and Statistics and Probability*.
- support students to explore and develop their *proficiency in mathematical skills* by thinking and doing mathematics in relation to the proficiency strands of:
  - **Understanding** – when students build a robust knowledge of adaptable and transferable mathematical concepts.
  - **Fluency** – when students develop skills in choosing appropriate procedures, carrying out procedures flexibly, accurately, efficiently and appropriately, and recall factual knowledge and concepts readily.
  - **Problem Solving** – when students develop the ability to make choices, interpret, formulate, model and investigate problem situations, and communicate solutions effectively.
  - **Reasoning** – when students reason mathematically, explaining their thinking, when they deduce and justify strategies used and conclusions reached.

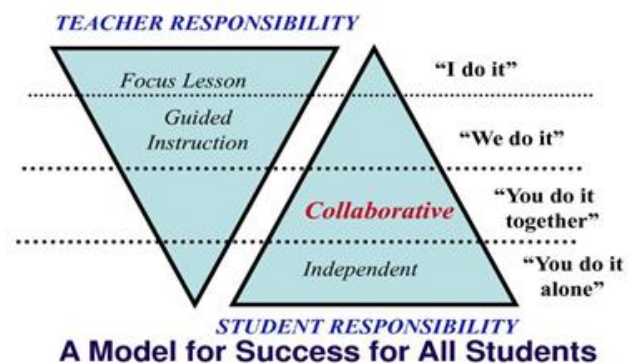
DfE Units of Work are differentiated, mapped and implemented by large class teachers as per planning cycle.

Small classes teach mathematics through a differentiated, practical and functional life skills approach, inclusive of numeracy learning progressions.

Students will demonstrate their understanding through:

- Educators observing what students do and noticing students demonstrating their knowledge.
- Responding to adults use of conceptual language
- Expressing knowledge using conceptual language

Our Maths instruction will include differentiated learning as demonstrated in the diagram below:



Fisher, D., & Frey, N. (2008). *Better learning through structured teaching: A framework for the gradual release of responsibility*. Alexandria, VA: Association for Supervision and Curriculum Development.

## ASSESSMENT & REPORTING

Assessment	R	1	2	3	4	5	6
Class Formative and Summative assessment							
PAT Maths				101+	110+	112+	120+
NAPLaN				3+		5+	
ABLES (Small Classes)							
DfE Units of Work (Large Classes)							

End of Semester reports will formally report on student's mathematical learning twice a year

## DATA COLLECTION AND ANALYSIS

Please refer to the Data Schedule, Data and Assessment commitment and Formative Assessment commitment.