Whole School Numeracy Agreement

**We use:**
- Ann Baker strategies, resources and structures.
- Teaching Primary Mathematics - George Booker.
- Tfel
- Australian Curriculum and EYLF

We believe that through an engaging and numerate rich environment our students will be able to transfer their mathematical skills to other subject areas and real-life situations.

**Numeracy Block Structure**

**Mental Routine**
Switching children onto thinking mathematically.
A time when everyone experiences success.

**Problematised situations / focus skill teaching**
Relevant problems with multiple entry and exit points.
Planning content is informed from children’s working out of problematised situations.
Skill teaching for application in order to solve problems.
Using a variety of strategies to solve contextual problems.

**Reflection**
Strategies and solutions shared, compared and formalised.
Students learn to value each other’s ideas.

**The children will be:**
- Taking risks.
- Engaged and using mathematical language.
- Exploring and inquiring.
- Using equipment to solve problems.
- Working in pairs and groups.
- Noticing, investigating and applying.
- Having fun.
- Interested in their learning.

**The teacher’s / support staff will be:**
- Explicitly teaching.
- Differentiating the learning opportunities, providing multiple entry and exit points.
- Engage and challenge students.
- Reflecting with students.
- Using maths.
- Ongoing assessment and feedback of achievement to inform planning.

**Developed August 2016.**

We uphold our belief statement in our classroom by:
- Activities are connected to real world application allowing exploration.
- Responsive to student’s developmental needs.
- Incorporate mathematics into other lessons.
- Valuing the maths, noticing the maths, sharing learning with children eg. loose parts play.
- Risk taking.
- Open-ended learning tasks.
- Providing problem solving.

RESPECT & HOPE