**LEVEL 1 – RESOURCING**

What resources will we utilise to support our Numeracy programme?

- Budget line
- Numeracy Committee to guide whole school improvement
- Timetable staff meetings and staff learning opportunities e.g. PLCs x 2/term.
- PD, whole staff and team/year level. Team release twice per year/half day planning-week 6, term 1 and week 4, term 3. Planning, curriculum, moderation focus. SFD Week 8, Term 1 – half day Literacy/Numercy
- SSO support to be defined. Quick Smart Maths currently in place.
- Ann Baker Natural maths resources to be purchased, including apps. BIIN, PAT Maths and testing resources available. PAT Maths undertaken terms 1 & 3 each year (2015) Term 3 only from 2016.
- Online resources i.e. TEFL, AC, Mathletics, Study Ladder.
- AC Cluster Facilitator (Mandy Hackett) to work with staff twice per year.
- Student resources – number kits, small whiteboards, resource boxes in all classes.
- Assessment tools i.e. PAT-Maths, BIN,
- Common whole school maths language accessible on S drive. Revisit annually.
- Staff to read ‘Putting Faces on the Data’ Lynn Sherratt. Consider whole school T and D.
- Parent Open morning/maths show case held once per year. Include Literacy-term 3.

**LEVEL 2 - CHANGE IN THE THINGS TEACHERS DO**

What will our pedagogy look like in an active numeracy classroom?

- Increased depravising and observations of each other’s practice. Teachers to pair up, to observe with an explicit focus involve leadership staff.
- 300 minutes of numeracy learning per week. Scaffolded pedagogy-AL approach.
- Ann Baker pedagogy – Mental Routines, Problematised situations, Reflection
- Seek from and provide student feedback in multiple ways-attitudinal survey(Yr3-7)
- Increased use of formative assessment strategies and tasks; during lessons, mid-topic to inform teaching and learning i.e. exit passes, cups, whiteboards, pair and share, wait time, hot seat questioning, random selection,
- Expect and provide opportunities for students to show a range of strategies
- Use authentic contexts requiring students to apply their skills and knowledge
- Number and Problem solving form the largest part of the curriculum.
- All staff to be trained in Natural Maths Strategies.
- All staff using BIIN/Diagnostic testing tools-test 6 students
- All staff using scaffolded approach pedagogy.
- Moderation to be considered for staff development.
- All staff to be trained in Anne Baker Maths-9 staff to be trained?
- Staff to share quality resources at staff and team meetings.

**LEVEL 3 - CHANGES IN THINGS LEARNERS DO**

How will we see students learning in an active numeracy classroom?

- Enjoy maths
- Transfer their number skills and knowledge across the curriculum and into real life contexts
- Problem solve with others
- Engage in Open, Closed and Flip questions
- Show their learning in multiple ways
- Provide teachers with feedback about the lessons/learning opportunities
- Be involved in Peer assessment, self-assessment
- Use of whiteboards, maths kits, working in groups preferred pedagogy.
- Participate in joint conceptualisation/making meaning at the conclusion of each lesson. “What did you learn from today’s lesson?”
- Follow the Anne Baker approach.
- Participate in the Quick Smart intervention programme-year 6 and 7.
- Complete attitudinal survey early each year. Year 3-7 focus.

**LEVEL 4 – SMARTA TARGETS**

What targets will we set, when will we measure these and how will we know student learning outcomes have improved?

- NAPLAN
- PAT Maths-stanine score of 4-6 by week 5, term 1
- Quick Smart maths
- BIIN Testing-Diagnostic tools
- Attitudinal survey
- Class based assessment tools
- Early Entry maths assessment
- This task to be undertaken with support from Mandy Hackett late term 1

**NOTE**

- Numeracy committee (Paul, Anne, Carly, Karyn, Ian, Rosy, Greg H.) to respond to all data sets
- All data / targets to be displayed on a data wall