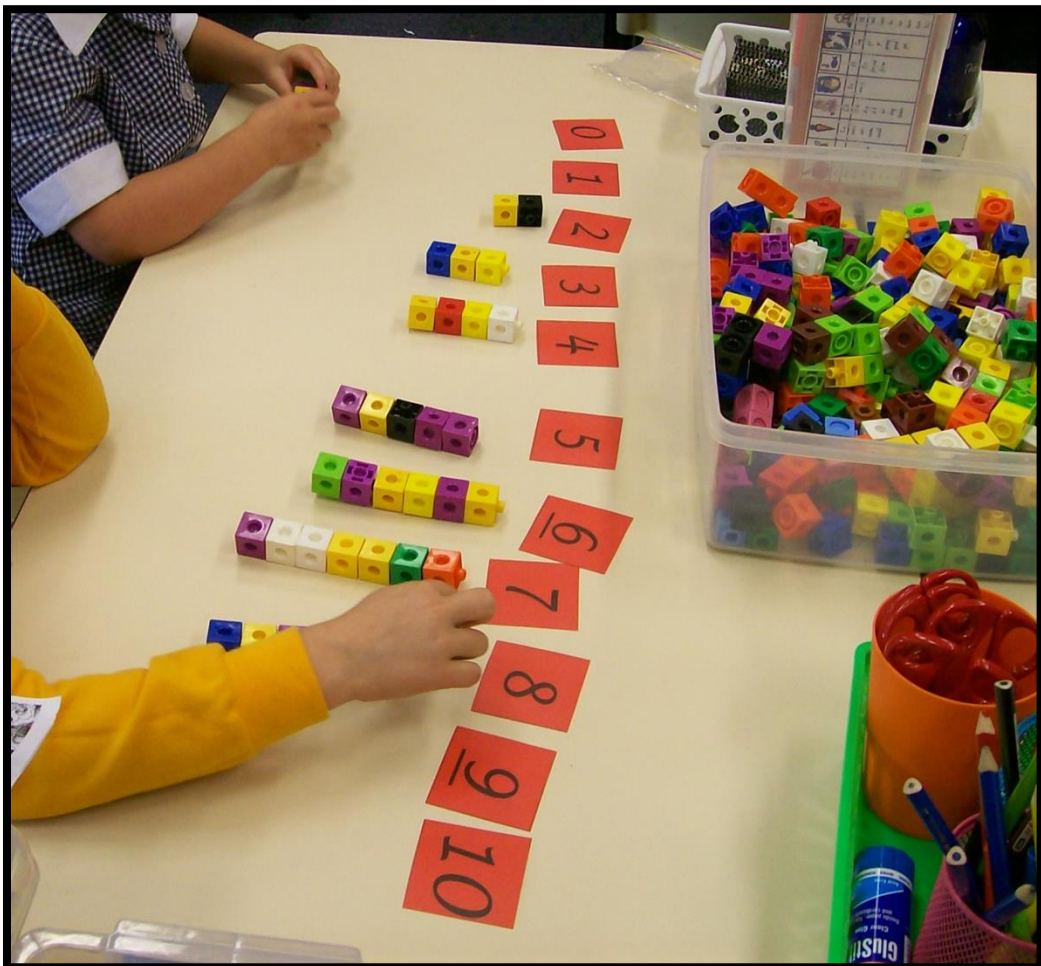


Black Hill Primary School



Mathematics Curriculum and Teaching and Learning Program

Updated December 2022



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Preparing for Learning in Term 1

Key Tasks				
	Prep	Years 1-2	Years 3-4	Years 5-6
Maths	<input type="checkbox"/> Setting up your Maths book and using Maths resources <input type="checkbox"/> What makes a good Mathematician? <input type="checkbox"/> Maths instructional model - what does the 1 hour Maths lesson look like? <input type="checkbox"/> 'Get to know me' Maths task	<input type="checkbox"/> Setting up your Maths book and using Maths resources <input type="checkbox"/> What makes a good Mathematician? <input type="checkbox"/> Maths instructional model - what does the 1 hour Maths lesson look like? <input type="checkbox"/> 'Get to know me' Maths task <input type="checkbox"/> Goal setting in Maths	<input type="checkbox"/> Setting up your Maths book and using Maths resources <input type="checkbox"/> What makes a good Mathematician? <input type="checkbox"/> Maths instructional model - what does the 1 hour Maths lesson look like? <input type="checkbox"/> 'Get to know me' Maths task <input type="checkbox"/> Goal setting in Maths	<input type="checkbox"/> Setting up your Maths book and using Maths resources <input type="checkbox"/> What makes a good Mathematician? <input type="checkbox"/> Maths instructional model - what does the 1 hour Maths lesson look like? <input type="checkbox"/> 'Get to know me' Maths task <input type="checkbox"/> Goal setting in Maths
Assessment	<input type="checkbox"/> Mathematics Online Interview (MOI) - Prep Detour <input type="checkbox"/> (Optional) Essential Assessment - Number and Algebra - General All	<input type="checkbox"/> Essential Assessment-Number & Algebra- General all (Dynamic)	<input type="checkbox"/> Essential Assessment - Number & Algebra General all (Dynamic) <input type="checkbox"/> Essential Assessment - Measurement & Geometry - General all (Dynamic) <input type="checkbox"/> Essential Assessment - Probability and Statistics - General all (Dynamic)	<input type="checkbox"/> Essential Assessment - Number & Algebra General all (Dynamic) <input type="checkbox"/> Essential Assessment - Measurement & Geometry - General all (Dynamic) <input type="checkbox"/> Essential Assessment - Probability and Statistics - General all (Dynamic)

Non-negotiables in Maths

- A minimum of 5 hours a week of Maths (on a normal 5 day week)
- Lesson planning follows the agreed Black Hill Primary Instructional Model. (See Page 4 in this document)
- Assessment schedule followed for each term, including:
 - Essential Assessment (Terms 1, 2 and 4)
 - Essential Assessment - Number (Years 1-6, Preps optional)
 - Essential Assessment - Measurement and Geometry (Years 3-6)
 - Essential Assessment - Statistics and Probability (Years 3-6)
- Goal setting - Students must be aware of their goals and have these recorded somewhere they can access (eg. In their Maths books, on Google Classroom or in a goal book/folder). Goals may be taken from formal assessments or teacher focus groups.

Maths Instructional Model

It is a staff agreement that we teach five hours of Mathematics a week. There may be times when this may not look like one hour a day, but there will be at least five hours over the week, on a five-day week. Some grades, depending on the topic may choose to do more than the agreed five hours a week.

There will be a mix of learning and teaching styles and groups within the week.

Our agreed instructional model is:

- Warm Up
- Learning Intention
- Success Criteria
- Mathematical Vocabulary
- Tune In
- Individual, pair or group work
- Teacher Focus Groups
- Differentiated tasks at point of need
- Reflections
- Assessment

Mathematics Lesson Structure		
W H O L E	ENGAG E	<p><u>Warm Up</u> Begin the lesson with a mental strategy to engage students in learning. This is to be revision, practise and interactive. Share <u>Learning Intentions</u> and <u>Success Criteria</u> (success criteria may be teacher-constructed or co-constructed, but must be visible for students). Include <u>new vocabulary</u> and revise terms to be used. <u>Tune in</u> Share strategies and concepts that will be used in the body of the lesson.</p>
P A R T	EXPLO RE/EXP LAIN/E LABOR ATE	<p><u>Flexible Focus Groups with the teacher</u> – with point of need teaching. Use a variety of these strategies - Modelled, Shared and Guided. (see Page 8) Learning Centres need to be differentiated and cater for point of need. <u>Problem Solving Investigations in Mathematics</u> - small groups or whole grade. <u>Differentiated Tasks to enable point of need teaching and learning.</u> Rich tasks, challenging mathematical tasks, games (include ICT), Maths Menus, peer teaching, partner teaching, co-operative tasks and/or..... <u>Individual, Partner or Group work</u></p>
W H O L E	EVALU ATE	<p><u>Assessment for, of and as learning</u> Use anecdotes and work samples to establish future learning needs and enable personal goal setting. Review of Learning Intentions, Success Criteria. <u>Self-Reflection</u> (periodically to write reflections) Draw out key mathematical learning not a recount of activity <u>Whole Class Reflection</u> (Optional use of a class share book) <u>Roving Reflections, Celebration of Learning</u></p>

Mathematics Instructional Model Elements

Warm Up (maximum 5 mins)

The purpose is to hook our students into thinking mathematically. It is not always related to the topic. Practise mental strategies.

Learning Intention

This is where we share the written Learning Intention.

For example - 'We are using Place Value to learn how to read, order and make large numbers'.

We communicate high expectations to all learners and develop a positive attitude towards Mathematics.

Success Criteria

Using mathematical language, we record terms, phrases or words that we need to share with students as the lesson progresses.

This can be where the goals for individual students are stated. Expectations need to be explicit to ensure students understand how they will be successful with the task.

Tune in (maximum 10 minutes)

This is a task that is related to the lesson. The purpose is to share the tasks and enable a level of independence through sharing of strategies, vocabulary and fluency skills.

Main Part of the Lesson (30 -40 minutes)

This part of the lesson will include a variety of these formats

Focus Groups	Investigations	Individual, Partner or Group Tasks
Students are supported to make connections and show reasoning. Students work beyond their current level of understanding with support.	Investigations may include differentiated and open-ended tasks, rich or challenging Mathematical tasks.	Reinforcing the ideas introduced earlier in the main teaching activity. Using different grouping approaches, depending on the lesson content and the range of ability levels. Catering for individual needs. e.g. additional assistance or extension.

Reflections

Share new learning, re emphasise the Learning Intention and Success Criteria, set new goals and discuss strategies used.

A reflection may occur during the lesson, within the focus groups or at the end of the lesson.

Assessment (see Assessment Schedule for/as/of in the appendix)

This will occur during every part of the lesson.

It will take many forms – self – peer and teacher feedback.

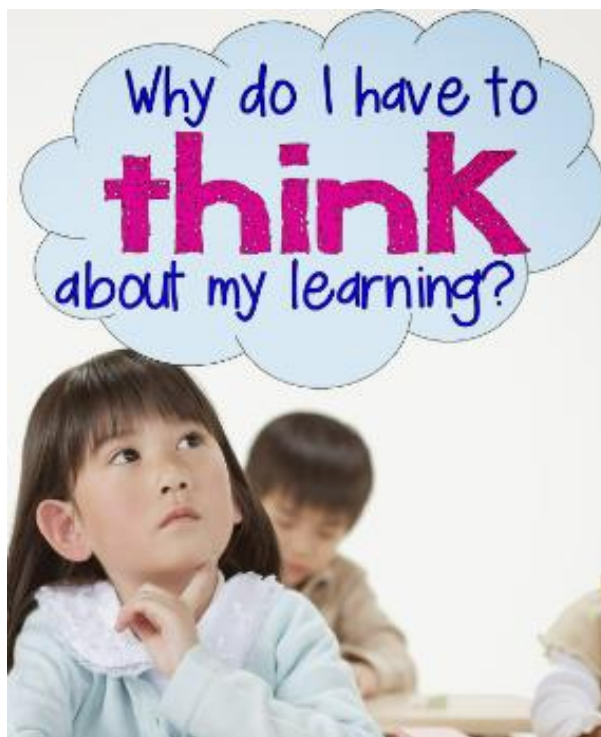
Teachers will take notes, capture photos and/or collect work samples.

Essential Assessment data will show where each student is working at, for:

- Number and Algebra (F - 6)
- Measurement and Geometry (3 - 6)
- Statistics and Probability (3 - 6)

Teacher notes will reflect where students are for:

- Number and Algebra
- Measurement and Geometry
- Statistics and Probability



What do we teach?

Our learning and teaching sequences will come from information collected on each student and utilising the Victorian Curriculum.

Content Strands

The content strands are *Number and Algebra, Measurement and Geometry, and Statistics and Probability*. They describe what is to be taught and learnt.

Number and Algebra are developed together. Students apply number sense and strategies for counting and representing numbers

Measurement and Geometry are presented together to emphasise their relationship to each other. Students develop an increasingly sophisticated understanding of size, shape, relative position and movement of two-dimensional figures in the plane and three-dimensional objects in space.

Statistics and Probability initially develop in parallel and the curriculum then progressively builds the links between them.

Proficiency strands

The proficiency strands are *Understanding, Fluency, Problem Solving, and Reasoning*. The proficiency strands describe the actions in which students can engage when learning and using the content.

Understanding

They make connections between related concepts and progressively apply the familiar to develop new ideas. They develop an understanding of the relationship between the 'why' and the 'how' of mathematics.

Fluency

Students develop skills in choosing appropriate procedures, carrying out procedures flexibly, accurately, efficiently and appropriately, and recalling factual knowledge and concepts readily. Students are fluent when they calculate answers efficiently.

Problem Solving

Students develop the ability to make choices, interpret, formulate, model and investigate problem situations, and communicate solutions effectively.

Reasoning

Students develop an increasingly sophisticated capacity for logical thought and actions, such as analysing, proving, evaluating, explaining, inferring, justifying and generalising.

Black Hill Primary School's 'I Can Statements' (See Appendix)

These statements may be used for individual goal setting and tracking of students. They are on our website and may be displayed in team planning areas. These statements are based on the Victorian Curriculum.

How do we teach?

When we group students we are constantly re assessing and making sure that each student is being challenged at their point of need. We do not lock a student into a 'Maths group' – they are always flexible groups.

Modelled, Shared and Guided Teaching in Mathematics

Modelled mathematics

a teaching approach used in
small group focus



The teacher:

- presents the learning experience
- models and describes effective strategies, making links to the students' previous experiences
- shares other related skills and understandings that can be brought to the experience
- uses materials and records the mathematics
- allows time for students to think and work independently

The students:

- talk about the demonstration
- model the strategies using materials and/or diagrams

The teacher:

- articulates key mathematical ideas
- supports students to model strategies
- discusses, questions and models how connections are made to form a generalization

The students:

- use their own words and representations to describe these connections and generalisations

Prompts

Watch me while I ...
Do you remember how we ...?
Let's try that now ...
Listen while I explain ...
Imagine yourselves ...
Now you try ...
Tell me about ...
When have you used this before?
How is this the same?
How is this different?

Shared mathematics

a teaching approach used in
whole class focus
small group focus



The teacher:

- introduces the learning experience

The teacher and students:

- identify and practice the known skills and understandings relevant to the experience

The teacher and students:

- highlight and explore other related skills and understandings

The teacher:

- introduces the key mathematical ideas and provides time for individual thought
- leads the discussion and questions students, helping them to make connections

The teacher and students:

- explore the mathematics using materials, oral language and/or written recording
- share and justify their ideas
- make connections between mathematical ideas to create a generalisation

The students:

- articulate their own ideas to describe these connections and generalisations

The teacher and students:

- use materials and written recording, as appropriate to support a discussion to use the generalisation in a new situation

Prompts

Today we are looking at ...
What do you know about ...?
Do you remember when we?
Why do you think that would work?
What do you know about?
Show me ...

Guided mathematics

a teaching approach used in
small group focus



The teacher:

- introduces the learning experience
- encourages students to identify relevant known skills and understandings
- provides time for individual thought
- guides students
- scaffolds individual learning

The students:

- talk, think and work their way towards making sense of the mathematical ideas
- engage in conversations with the teacher
- make connections to develop a generalisation

The teacher:

- reinforces the generalisation with the group
- Addresses any issues that may arise

The students:

- question, explain and justify their own views and interpretations

The teacher and students

- Use materials, oral language and/or written recording to support the use of the generalisation in new situations

The teacher

- Acknowledges successful problem solving and appropriate estimation and checking strategies

Prompts

Today you will ...
What mathematics could you use?
Tell me about ...
When have you used something like this before?
How are these the same?
How are they different?

Open-ended tasks

This is when we give an open-ended activity that does not have one particular result. We support our students to work through the task and then explain the process, not just give the answer.

For example – Use three dice and see how many different numbers you can make.

Independent tasks that are goal driven

There are times that our students can and will devise their own tasks to show new learning according to goal setting.

For example – The goal is to count by twos. Take a video of counting feet by twos. Record the pattern.

Challenging Mathematical Tasks

Challenging Mathematical Tasks include a learning task, that students are expected to engage in prior to instruction from the teacher. They include a learning focus, sometimes an introduction, key mathematical language, enabling and extending prompts and supplementary tasks. Within the structure of the lesson, there is time provided to reflect on and share strategies being used and connecting these to the intention of the task. Examples can be found in our shared Google Drive in our Maths folder.

Maths Menus

There is strong evidence that students become more engaged in their learning when they have opportunities to exercise agency in their own learning. (*Amplify*)

A '**Maths Menu**' provides students with a way to make decisions about what learning they will do in order to meet the class objectives. A benefit of choice is that it meets the needs and learning styles of so many different students. Providing choice promotes a greater sense of independence.

A menu could be for a single lesson, a week-long lesson or an entire unit. Examples can be found in our shared Google Drive in our Maths folder.

Assessment Tools

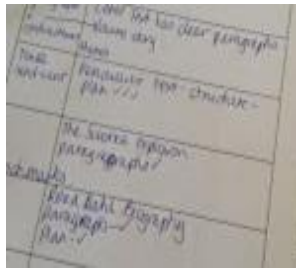
Anecdotal Notes

What is it designed to do?

To record personal observations of student achievements or changes in learning behaviours.

What does it look like? It:

- can be collected differently for different teachers, e.g. grid, key, sticky notes, videos, photos, iPads, etc.
- gives a more in-depth snapshots of assessments.
- can use a checklist or criteria to guide note taking.
- is used in planning to show the next step of the learning process.



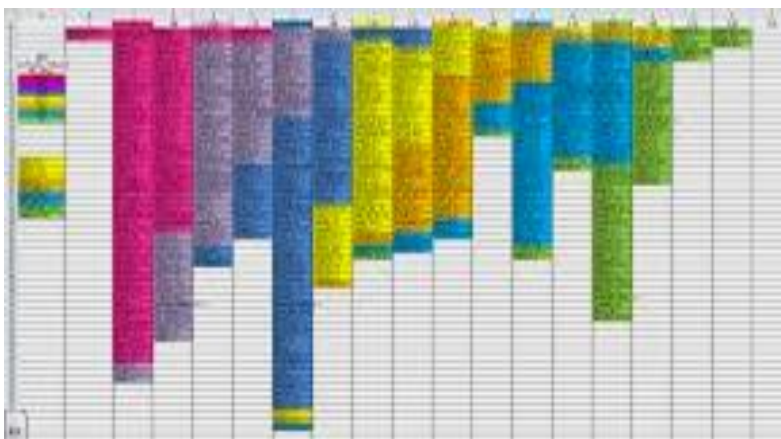
Data Walls

What is it designed to do?

To show where a cohort is working and group like students across year levels, to inform planning and measure growth.

What does it look like?

- As a staff we show this in the form of a display.
- Data walls can be visible on walls, or stored on computers.
- Data walls can be produced using our Essential Assessment data.



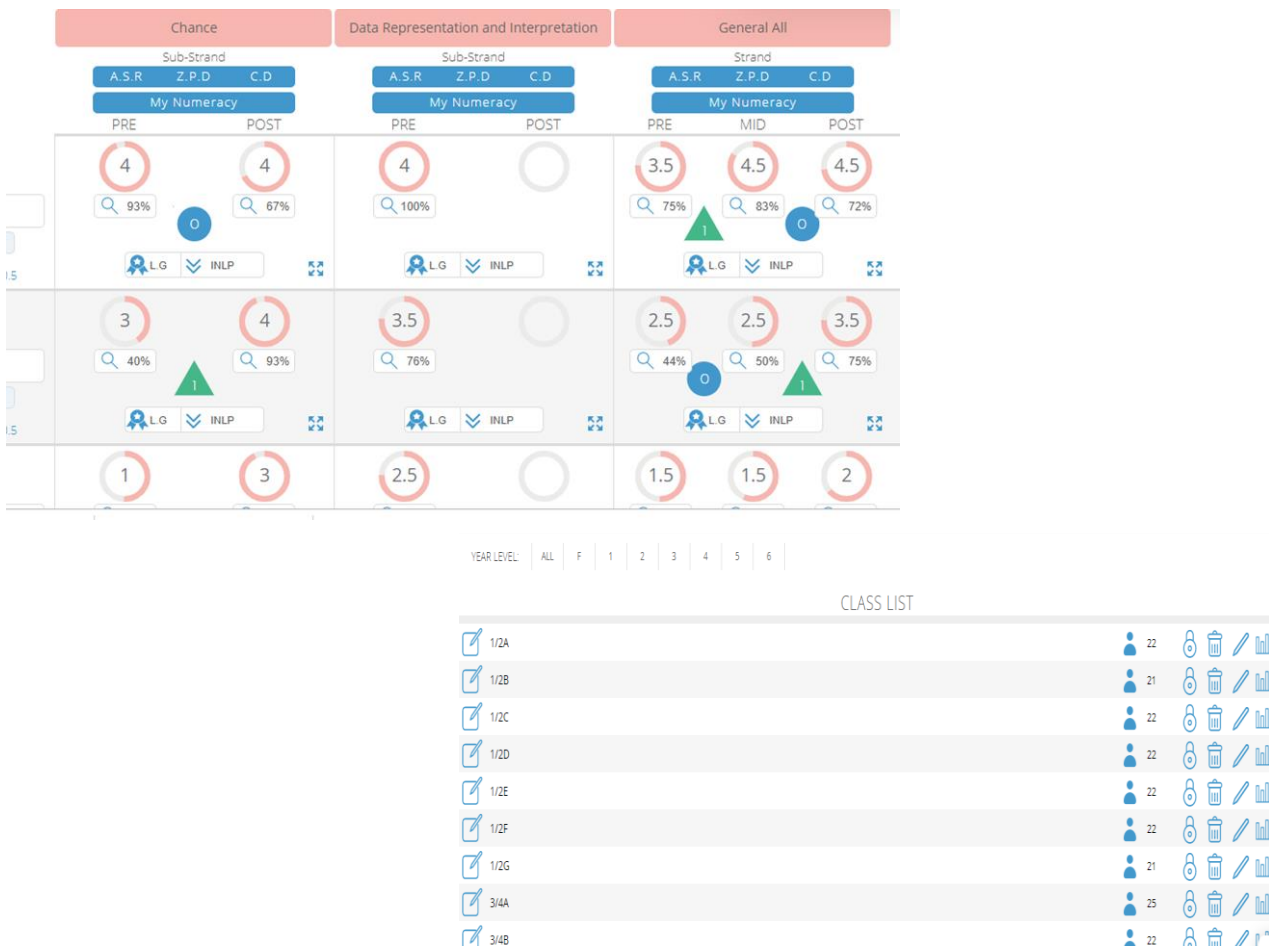
Essential Assessment

What is it designed to do?

Essential Assessment delivers a whole school approach to formative and summative assessment.

What does it look like?

- It is a differentiated online assessment that assesses students and provides an aligned curriculum result.
- It is designed to grow each student's knowledge from their current understanding.
- It provides personalised and differentiated learning plans and Victorian Curriculum worksheets to target goals.
- It covers Number and Algebra, Measurement and Geometry, as well as Statistics and Probability (and has smaller assessments that fit under each of these headings).
- It can be used to collect data for individual grades, year levels and whole school.



What is it designed to do?

It measures what students know and gives a growth point to address in a learning sequence.

What does it look like?

- It is a one on one interview consisting of appropriate hands-on assessment tasks where students demonstrate mathematical understanding and preferred strategies for solving increasingly complex tasks.
- It includes a Prep Detour part that covers a range of number and measurement tasks.
- It covers a range of areas, including Counting, Place Value, the four operations, Time, Measurement...
- There are tubs set up that include the materials needed to administer these assessments.
- Prep students complete this assessment. It is then most utilised for students working below standard at other year levels.

1st in Counting

Know some number names but have difficulty stating them in sequence above 10	Rote count the number sequence to 10 but are unable to reliably count a collection of that size	Recognise simple patterns in order	Can place objects in order 1st to 5th	Confidently count a collection of 10 objects	Know numbers before and after a given number to 10	Rote count the number sequence to at least 20	Confidently count a collection of around 20 objects	Count by 1s forward/backward from various starting points between 1 and 100	Know numbers before and after a given number up to 100	Count from 0 by 2s, 5s and 10s to a given target	Count from any two-digit number by 10s	Given a non-zero starting point, can count by 2s, 5s, and 10s to a given target	Count from a non-zero starting point by any single-digit number	Can apply counting skills in practical tasks
1	2	5	6	7	10	11	12	18	19	22	23	28	33	34
01/13	01/13	05/13	05/13	05/13	07/13	07/13	01/13							
07/13	07/13	07/13	07/13	05/13	07/13	07/13	05/13	05/13	05/13	07/13				
07/13	07/13	07/13	07/13	08/13	07/13	07/13	01/13	01/13	07/13					
05/13	05/13	07/13	07/13	08/13	08/13	08/13	05/13							
07/13	07/13	02/13	02/13	07/13	05/13	05/13	02/13	05/13	05/13	05/13	07/13			
05/13	05/13	05/13	05/13	07/13	07/13	07/13	05/13							
01/13	01/13	07/13	07/13	08/13	08/13	08/13	01/13							
05/13	05/13	08/13	08/13	05/13	08/13	08/13	05/13							
01/13	01/13	07/13	07/13	07/13	08/13	08/13	01/13							
08/13	08/13	07/13	07/13	08/13	08/13	08/13	08/13							
08/13	08/13	08/13												
01/13	01/13	07/13	07/13	07/13	07/13	01/13	01/13							
02/13	02/13	02/13	02/13	02/13	02/13	02/13	02/13							
07/13	07/13	01/13	01/13	01/13	01/13	01/13	01/13	01/13	01/13	07/13				
01/13	01/13	01/13	01/13	01/13	01/13	01/13	01/13							
07/13	07/13	02/13	02/13	02/13	02/13	02/13	02/13	02/13	02/13	07/13				
01/13	01/13	01/13	01/13	01/13	01/13	01/13	01/13							
07/13	07/13	07/13	01/13	01/13	01/13	01/13	01/13	01/13	01/13	07/13				
02/13	02/13	02/13	02/13	02/13	02/13	02/13	02/13							
02/13	02/13	02/13	02/13	02/13	02/13	02/13	02/13							
01/13	01/13	01/13	01/13	01/13	01/13	01/13	01/13							
01/13	01/13	01/13	01/13	01/13	01/13	01/13	01/13							
22	22	22	21	21	21	21	21	6	6	5	1	0	0	0

Goal Setting

What is it designed to do?

It is designed to enable students to identify their next area of development and celebrate achieved goals.

What does it look like?

- Collected through assessment tasks, such as Essential Assessment, identifying areas of need through these and the use of teacher judgement.
- Goals need to be easily accessible and visible for students and teachers.
- Goals can be recorded in goal folders or booklets, they can be printed out cards to stick in students' books or they can be set up using Google Classroom.



Work Samples

What is it designed to do?

Work samples can be used across all year levels and for any topic. They are useful for pre and post assessment. Work samples can be used as examples to others for future learning. They can be used for team moderation.

What does it look like?

- Photos, drawings, work books, reflections, portfolios (with and without the use of technology)



Observations

What is it designed to do?

To identify the skills and knowledge the student has mastered, working towards or does not yet know

What does it look like?

- Conferencing with the student
- Continually capture them
- Photos
- Skill checklist
- Filmed
- iPad (record self doing the task or describing thinking)
- Student observations of peers and teachers



Reflections and Feedback

What is it designed to do?

To improve learning by taking notes and by giving specific feedback.

What does it look like?

- Can be written or oral
- Needs to be specific
- Focus on a specific learning intention

Year One — The Big Idea is Place Value, the importance of moving beyond counting by ones, the structure of the base 10 numeration system			
Prerequisites	Understanding	Reasoning	Fluency
Prerequisites <ul style="list-style-type: none"> Can represent numbers to 100 Can use and explain division to partition items Can use counting sequences to solve problems Can discuss the relationship of the digits 	Understanding <ul style="list-style-type: none"> Can explain how numbers are written Can explain numbers in various ways Can explain the relationship of the digits Can explain the relationship of the digits 	Reasoning <ul style="list-style-type: none"> Can explain how numbers are written Can explain numbers in various ways Can explain the relationship of the digits Can explain the relationship of the digits 	Fluency <ul style="list-style-type: none"> Can explain how numbers are written Can explain numbers in various ways Can explain the relationship of the digits Can explain the relationship of the digits
Year Three — The Big Idea is Multiplicative thinking, the key to understanding rational number and developing efficient mental and written computation strategies in later years			
Prerequisites	Understanding	Reasoning	Fluency
Prerequisites <ul style="list-style-type: none"> Can represent numbers to 1000 Can explain how numbers are written Can explain numbers in various ways Can explain the relationship of the digits Can explain the relationship of the digits 	Understanding <ul style="list-style-type: none"> Can explain how numbers are written Can explain numbers in various ways Can explain the relationship of the digits Can explain the relationship of the digits 	Reasoning <ul style="list-style-type: none"> Can explain how numbers are written Can explain numbers in various ways Can explain the relationship of the digits Can explain the relationship of the digits 	Fluency <ul style="list-style-type: none"> Can explain how numbers are written Can explain numbers in various ways Can explain the relationship of the digits Can explain the relationship of the digits

Team Logs

What is it designed to do?

To create/support a professional conversation to log learning behaviours and guide future learning

What does it look like?

- A group of teachers discussing and sharing resources to record a learning sequence.
- Professional learning around the behaviours being discussed.
- Working document which can be modified as needed.

Student Code: Level: Review date:	Is the student's level what was expected ? What makes you say that? <h2 style="text-align: center;">Where is s/he?</h2>	
What goals are set for this student's learning? <h2 style="text-align: center;">Where does he/she need to go next? (progress/consolidate?)</h2>	What teaching strategies could be used to achieve the goals? <h2 style="text-align: center;">How will s/he get there?</h2>	What resources are needed?
	What evidence would show the goals are met? <h2 style="text-align: center;">How will we know?</h2>	

What are the **implications** across the curriculum?

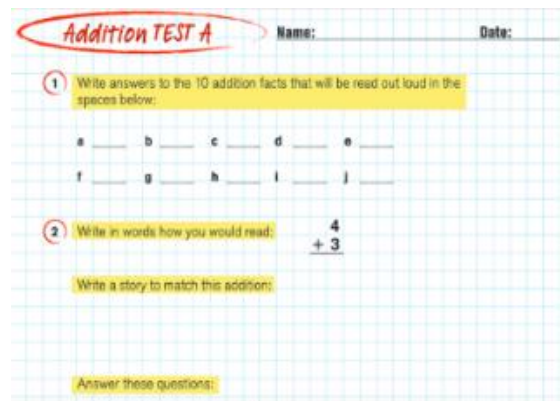
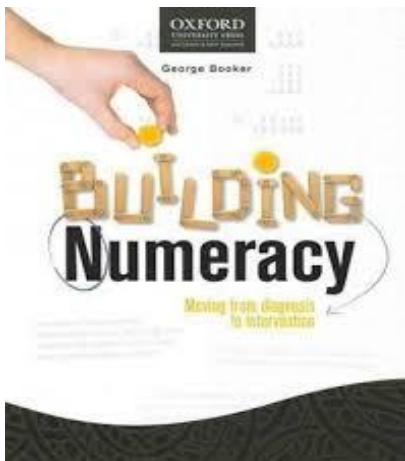
Booker Pre and Post Tests

What is it designed to do?

These tests are a tool to use as both pre and post tests on number aspects, they are then used to teach to point of need.

What does it look like?

- Pencil and paper tests - we can use this data to pre-test knowledge to put students in point of need groups and then test again at the end of the teaching to see what learning has occurred and what needs following up.
- Covers various number concepts - four operations, fractions...



Hattie Effect Size

What is it designed to do?

It is designed to show the impact of your teaching.

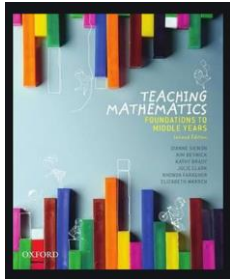
What does it look like?

- Pre test and then the same test within a particular time frame then calculate what effect your teaching has had on individuals and on groups

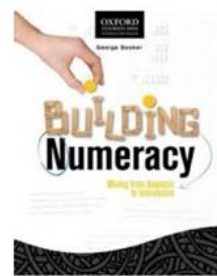
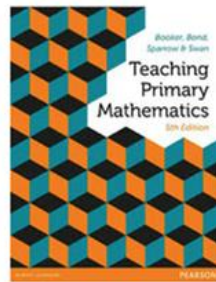
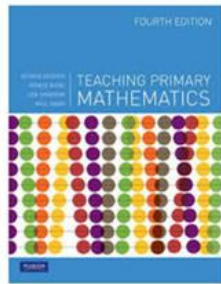
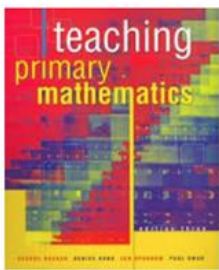
A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q
1	Jathlee	2							2	Jathlee	2	2	2	2	2	2
2	Charles	1	1	1					3	Charles	1	1	1	1	1	1
3	Charlier								5	Charlier						
4	Charlotte	3	3	3					6	Charlotte	3	3	3	3	3	3
5	Charlotte								2	Douglas	2	2	2	2	2	2
6	Fred	2	2	2	2	2	2	2	4	Fred	1	1	1	1	1	1
7	Holly	1	1	1	1	1	1	1	6	Holly	1	1	1	1	1	1
8	Liam								2	Liam	2	2	2	2	2	2
9	Oliver	1							1	Oliver	1	1	1	1	1	1
10	Harry	1	1	1	1	1	1	1	2	Harry	1	1	1	1	1	1
11	Holly D	1	1	1	1	1	1	1	3	Holly D	1	1	1	1	1	1
12	Holly I	1							2	Holly I	1	1	1	1	1	1
13	Jessie M	1	1	1	1	1	1	1	6	Jessie M	1	1	1	1	1	1
14	Jessie	1	1	1	1	1	1	1	3	Jessie	1	1	1	1	1	1
15	Lucy	1							1	Lucy	1	1	1	1	1	1
16	Liam								6	Liam						
17	Lachlan								2	Lachlan	2	2	2	2	2	2
18	Madeline C	1	1	1	1	1	1	1	3	Madeline C	1	1	1	1	1	1
19	Madeline	1	1	1	1	1	1	1	6	Madeline	1	1	1	1	1	1
20	Madeline	1	1	1	1	1	1	1	6	Madeline	1	1	1	1	1	1
21	Matthias	2	2	2	2	2	2	2	2	Matthias	2	2	2	2	2	2
22	Matthias	2	2	2	2	2	2	2	2	Matthias	2	2	2	2	2	2

Mathematics Resources

Di Siemons – Teaching Mathematics

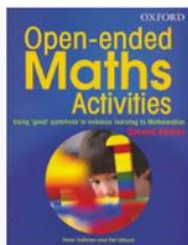
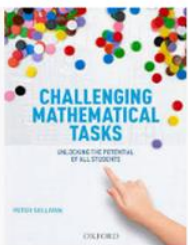


Booker – Teaching Primary Mathematics

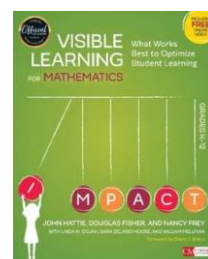
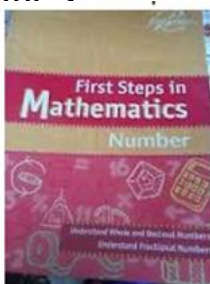


Sullivan – Challenging Mathematical Tasks

Sullivan – Open-ended Maths Activities



WA 1st Steps in Mathematics Hattie - Visible Learning for Mathematics



Black Hill Mathematics Assessment Schedule

	Level D	Foundati on	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7
Prior to the start of the year	Review Transition Statements from Kindergartens		<ul style="list-style-type: none"> •Review handover data to identify students above and below indicative level •After Assessment Days – students to write goals for Number & Algebra 						
Term One	•Prep Detour Mathematics Online Interview								
	<ul style="list-style-type: none"> •Class teachers to collect data in all three dimensions. This may include BHPS Number and Algebra test, class tasks, photos, samples of work, reflections, references to “I Can statements”, anecdotal notes, checklists and/or feedback at PLT level through Team Logs, ILPs and Work Programs •3-6 Essential Assessment pre test to be completed in General Number & Algebra, General Measurement & Geometry and General Statistics & Probability (completed by Week 4) •1-2 Essential Assessment pre test to be completed in General Number & Algebra(completed by Week 4) •Prep Essential Assessment General Number & Algebra (as needed) •Formulate student goals to share at Three Way Conference and revise as new learning occurs •Mathematics Online Interview Prep 								
Term Two					NAPLAN Year 3 and 5				
	<ul style="list-style-type: none"> •Class teachers to collect data in all three dimensions. This may include BHPS Number and Algebra test, class tasks, photos, samples of work, reflections, references to “I Can statements”, anecdotal notes, checklists and/or feedback at PLT level through Team Logs, ILPs and Work Programs •Formulate student goals to report on for First Semester Reports and revise as new learning occurs •3-6 Essential Assessment mid test to be completed in General Number & Algebra, General Measurement & Geometry and General Statistics & Probability (completed within weeks 7-8) •1-2 Essential Assessment mid test in General Number & Algebra (completed within weeks 7-8) •Prep Essential Assessment General Number & Algebra completed (as needed) 								
Term Three	<ul style="list-style-type: none"> •Class teachers to collect data in all three dimensions. This may include BHPS Number and Algebra test, class tasks, photos, samples of work, reflections, references to “I Can statements”, anecdotal notes, checklists and/or feedback at PLT level through Team Logs, ILPs and Work Programs •Formulate student goals to share at Three Way Conference and revise as new learning occurs 								
Term Four									
	<ul style="list-style-type: none"> •Class teachers to collect data in all three dimensions. This may include BHPS Number and Algebra test, class tasks, photos, samples of work, reflections, references to “I Can statements”, anecdotal notes, checklists and/or feedback at PLT level through Team Logs, ILPs and Work Programs •Formulate student goals to report on for Second Semester Reports and revise as new learning occurs •3-6 Essential Assessment post test to be completed in General Number & Algebra, General Measurement & Geometry and General Statistics & Probability (completed within Weeks 7-8) •1-2 Essential Assessment post test to be completed in General Number & Algebra (completed within Weeks 7-8) •Prep Essential Assessment General Number & Algebra completed as needed 								
	Prepare Handover documents <ul style="list-style-type: none"> •Teacher Judgement December for all three dimensions •Essential Assessment scores for November 								

Maturity Matrix – Instructional Model



	Emerging Managing Learning	Evolving Surface Learning	Embedding Deep Learning	Excelling Transfer Learning
Warm Up	The teacher engages students in a warm up to prepare for learning	The teacher engages students in a warm up to promote curiosity for learning	The teacher engages students in a warm up to inspire curiosity for learning making links to prior knowledge	The teacher stimulates interest and curiosity in the learning making explicit links to student interest and prior knowledge
Tune in	The learning intention is stated and independent tasks are explained	The learning intention is explicit, visible and independent tasks are modelled and explained	The teacher articulates a visible learning intention and displays success criteria/learning goals, enabling students to transition into independent/group tasks	The teacher demonstrates a purpose for learning by linking activities to the learning goals of each child and enables students to transition into independent/group tasks fluently
Focus Group	Teacher instruction reflects the learning intention and models content vocabulary. The teacher introduces content at student point of need	Teacher chooses appropriate instructional model for students to learn new skills and content.	Teacher chooses appropriate instructional model for students to learn new skills and content and assist in making connections to prior learning.	Teacher instruction is explicit and promotes a deep understanding of content knowledge. Teacher guides the transfer of knowledge in multiple ways and situations.
Independent and Group work	The teacher provides differentiated tasks	The teacher provides differentiated tasks that links to learning goals	The teacher provides opportunities for students to practise new learning and verbalises the connection between new and past learning	The teacher provides challenging opportunities for students to consolidate the new learning using varied types of practise
Check in	The teacher briefly meets with individual and groups and supports and frames the formation of future learning goals based on identified strengths and areas for improvement	The teacher briefly meets with individual and groups to reflect on their achievements and learning processes to frame future learning goals	The teacher briefly meets with individual and groups of students to support students in identifying future learning goals and strategies to progress their learning	The teacher briefly meets with individual and groups of students to facilitate student reflection. Teacher assessment is used to encourage individual students identification of future learning goals and strategies
Reflection	The teacher reflects on the lesson and students share their work	The teacher supports students to reflect on their learning and share their task/work	The teacher provides opportunities for students to share and reflect on their learning	The teacher provides varied opportunities for students to share and evaluate their learning in relation to the success criteria and personal learning goals
Questioning	Questions are low level of challenge, with single response answers and are asked in quick succession. Teacher leads the questioning and discussion. Few students participate in the discussion.	Questions lead students through a path of inquiry that seem to lead to a pre-determined answer. Questions are designed to engage students in thinking but not all students are engaged.	Questions are designed to promote thinking and understanding. Genuine discussions between teacher and students with teacher stepping aside to encourage student contribution. Students are challenged in their thinking and most students are heard.	A series of questions and prompts are used to challenge students and promote high level thinking. Student formulate questions, initiate topics, challenge one another's thinking and make contributions. All voices can be heard in the discussions.