



## Whole School Numeracy Agreement

*Developed August 2016.*

### 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.

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

### 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.