

Launch

What can it look like?

- Share the Learning Intention and Success Criteria – displayed and referred to throughout the lesson.
- Explicit teaching of the skills and strategies as determined by formative assessment and/or cohort needs.
- Codevelop anchor charts are displayed in the learning space to support learning.
- Exposure to agreed consistent vocabulary.

Independent / Collaborative Learning

What can it look like?

- The teacher facilitates and supports the learning process.
- Students independently or in small groups practise or apply the focus of the launch and/or their specific learning goals.
- Learning tasks and goals are differentiated and/or open ended to support learning needs.
- Students utilise a variety of resources within the classroom.
- Students learn the skills and then apply their knowledge to problem solving.

Reflection

What can it look like?

- Opportunity to self-assess against the Success Criteria and identify direction for future learning.
- Students articulate what they have learnt and the strategies/processes they used.
- Recognise and celebrate student learning.
- Reflection strategies vary from lesson to lesson e.g. partner, individual, thinking routines, exit pass etc.
- Discuss misconceptions observed during the session.



Formative Assessment and Feedback

Examples: teacher questioning, observation notes during turn and talk tasks, conferencing and goals setting records, running records, standardised assessment, anecdotal records, collecting work samples, photographing or filming students, checklists, rubrics, journal entries, standardised assessments, exit strategies such as an exit pass, peer and self-assessment tools etc.

Givens

- Students engage in one Mathematics lesson each day.
- Explicit number fluency practice occurs every lesson.
- Students work on differentiated tasks that are beyond their current levels of thinking.
- Teachers communicate high expectations and use purposeful feedback.
- Teachers and students use mathematical terminology that is consistent across the school.
- Students set personal learning goals with the support of the teacher.

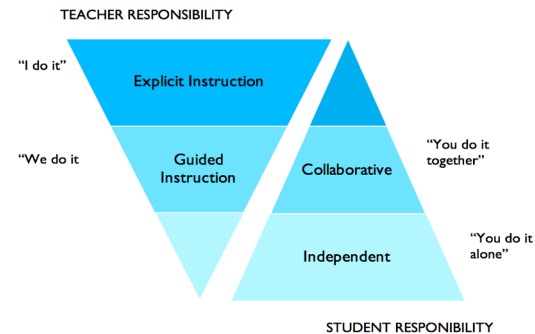
Conferencing/Roving

What can it look like?

- While roving, the teacher engages with students in purposeful conversations regarding student learning, progress towards learning goals and assessing understanding.
- Students articulate and explain their thinking.
- Teachers identify areas of need and perform on-the-spot teaching in order to demonstrate a targeted strategy.
- Teachers observe and record formative assessment.
- Feedback is timely, specific and allows students to adjust their thinking and work towards meeting their learning goals and criteria for success.

Mathematics Curriculum Strands

- Number and Algebra
 - Number and Place Value
 - Fractions and Decimals
 - Real Numbers
 - Money and Financial Matters
 - Patterns and Algebra
 - Linear and Non-Linear Relationships
- Measurement and Geometry
 - Using Units of Measurement
 - Shape
 - Geometric Reasoning
 - Location and Transformation
 - Pythagoras and Trigonometry
- Statistics and Probability
 - Chance
 - Data Representation and Interpretation



At CNPS all staff acknowledge the importance of student voice and agency within their learning. Students are provided with opportunities to contribute to what they learn, how they learn and how they demonstrate their learning.

