

INSTRUCTIONAL MODEL

Non Negotiables



- Numeracy is taught 1 hour a day, 5 hours a week
- Planning occurs in a collaborative environment, based on the Victorian Curriculum Achievement Standards and student data
- Planning focus is on the LPS Numeracy Curriculum – Prioritised content is taught in all classrooms and time is given according to student learning the content.
- Proficiency standards are used in all classrooms and act as learning goals for the students
- **There is a strong belief that all students can learn to *the standard* and above and that every child gains a *year's growth* for a *year's input*.**

LESSON STRUCTURE

Warm Up



5 minutes

- Engaging, active and all students are involved
- Promotes students to think mathematically
- Games, tasks, problems, puzzles, etc.

Learning Goal



- A clear learning goal for every lesson – taken from proficiency scale
- Clearly visible in the classroom and written for students to understand

Explicit Teaching



10 minutes

- Linked to the learning goal
- Pitched at the standard
- Clear and concise vocabulary
- Effective questioning

Task



35 minutes

- Differentiated
- Built upon the Maths Proficiencies; Understanding, Fluency, Problem Solving, Reasoning
- Allows for discovery and connections between topics
- Linked to the real world
- Sequenced accordingly
- Materials available for all students
- Open ended, mixed ability, investigations, etc.

Reflection



10 minutes

- Reflection of learning
- Tied into the learning goal
- Student driven
- Reflection sticks, exit passes, share time, discussion, etc.

Assessment



- Assessment of student learning - ZP, marked against the proficiency scale
- Used to identify student learning and to evaluate the teaching and learning program
- Observations, markings, checklists, tests, etc.