

Springwood Road State School Curriculum Framework



Every Child,

Every Lesson,

Every Day

Curriculum Framework - Every Child - Every Lesson - Every Day

Our school community strives to maximise student achievement by providing:

- A caring, supportive and safe environment underpinned by strong values.
- High learning expectations for all students in literacy and numeracy.
- Effective pedagogical practices to promote, deep understanding, connectiveness to the world and the wellbeing of students.
- Support for student difference.
- Focused planning detailing inclusive practices.
- Independent learning skills, cooperative practices and effective social skills.
- A healthy and active lifestyle.
- Opportunities to develop talents and interests.
- Positive communication amongst home, school and community.

Rationale

Teaching, learning and preparing our students for the 21st century is the core business at Springwood Road State School. To ensure we maximise the learning of all students our curriculum draws on current frameworks, educational philosophies and change management models. School Values underpin our curriculum framework and optimise student sense of self-worth, commitment to learning and guide social responsibility.

This document sets out clear expectations of our teachers and requirements of our school. It informs our community of what we value and how we equip our students for the future. Our change management model ensures our curriculum remains dynamic and encompasses changes around the National Curriculum.

Our key reference has been **'The P – 12 Curriculum Framework for Queensland State Schools', the National Curriculum and Curriculum To Classroom Units** and the support guidelines for Curriculum Planning; Pedagogy; Assessing and Moderating Teacher Judgement; Reporting Student Achievement and Guidelines for Curriculum Leadership.

Other references include: "A Shared Challenge" Geoff Masters April 2009 - "Leading Change" John Kotter - "Effective Schools Model" Seven Correlates of Effectiveness.

Providing a caring, supportive and safe environment



School Vision

Sharing and Working Together

Springwood Road's State School's motto of 'Sharing and Working Together', highlights our approach to education at the school.

We are committed to providing a caring, supportive and safe environment underpinned by strong values. Our seven values of Respect, Responsibility, Kindness, Cooperation, Honesty, Tolerance and Perseverance permeate into all areas of our school curriculum. Explicit teaching of independent learning skills, cooperative practices and effective social skills help embed the seven school values. Our school community view these values as essential in setting the tone for our school.

Our students value education and the pursuit of excellence. High learning expectations and a focus on the development of literacy and numeracy will see our students well placed for the move into higher education and beyond. The school pedagogical framework based on the broad constructs of Exploring, Responding and Reflecting, promotes deep understanding and connectiveness to the world. From this framework our school has developed models of 'Best Practice' teaching that are visible in all classrooms. These teaching practices provide the catalyst for teacher professional development, professional dialogue and performance review.

Teachers use effective and timely assessment to inform planning and provide a differentiated curriculum to suit student learning needs. Our school targets and goals help measure student achievement during the year and from juncture to juncture. School performance is reviewed against set targets and this in turn informs our annual operational plan and improvement agenda. We define our school core curriculum and high learning expectations from the Australian Curriculum, Curriculum to the Classroom units of work and The Essential Learnings. Student feedback and celebration of learning are central in driving our improvement agenda.

We acknowledge that information communication technologies provide opportunities to support and enhance learning and should be integral in all class and school programs.

Our school community fosters a culture that promotes an active and healthy lifestyle and provides opportunities for all students to develop their talents and interests. Springwood Road offers a broad range of activities both in school and out of school hours.

Positive communication amongst home, school and community is essential to realising our motto of 'Sharing and Working Together'.

Springwood Road State School Maximises Learning Opportunities

We define our school core curriculum and high learning expectations through:

Education Queensland Policy

- Australian Curriculum
- Curriculum 2 Classroom Units
- P -10 Curriculum Framework
- Early Years Curriculum Guidelines
- QCAR
- Learning P -12
- NAPLAN (National Assessment Program Literacy and Numeracy) – Data

School Selected

- Curriculum Framework
- Pedagogical Framework
- School KLA programs
- School Spelling, Writing, Reading and Grammar programs
- KLA – Essential Break Down
- School yearly focus
- LOTE – Japanese
- Whole School Achievement Targets and Assessment Framework

Teacher Selected

- School Sequence Documents
- Year level plans
- Year level unit plans
- Year level and class assessment

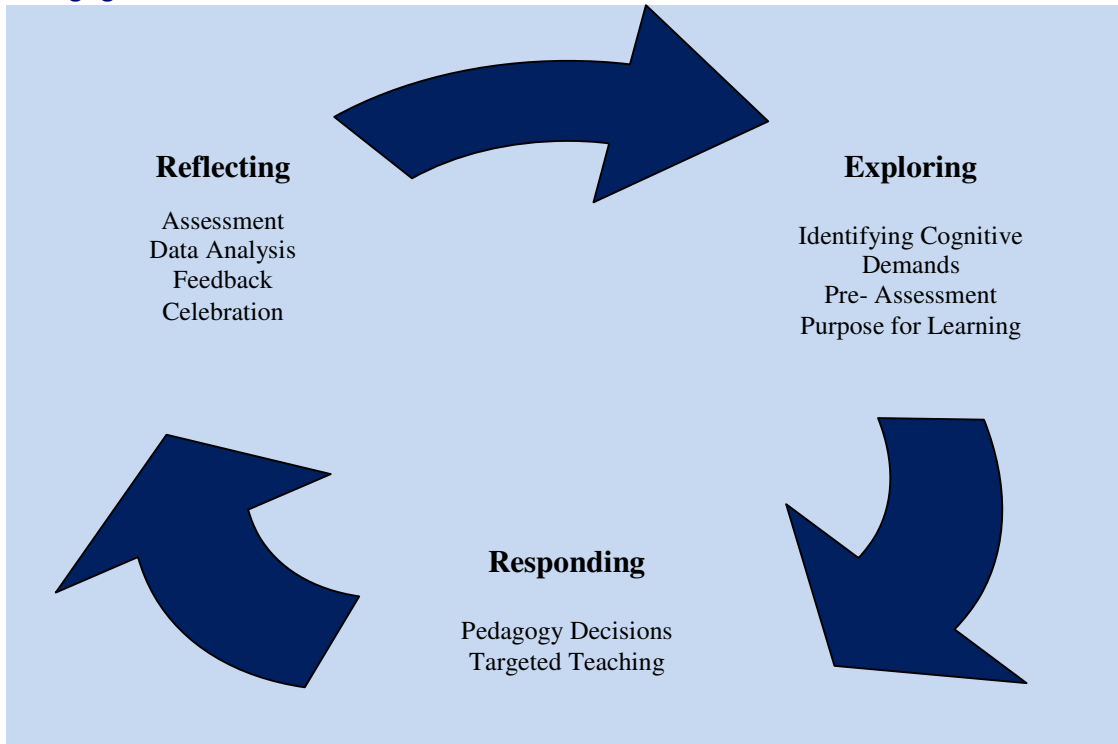
We use effective pedagogical practices to promote, deep understanding, connectiveness to the world and the wellbeing of students.

We use effective pedagogical practices to promote deep understanding, connectiveness to the world and the well being of students with acknowledgement and support of student differences.

Pedagogical (Teaching) Framework

We use effective pedagogical practices to promote deep understanding, connectiveness to the world and the wellbeing of students with acknowledgement and support for student difference. Our pedagogy is organized around three broad constructs of Exploring, Responding and Reflecting

Pedagogical Model



Exploring – At the beginning of a unit teachers need to consider the cognitive demands of the tasks required; what prior knowledge students bring to their learning and engage students in the learning through clear purpose for learning, high expectations, goal setting and establishing connections between what they already know.

Responding - At this stage, teachers design targeted learning episodes, including:

- Method of instruction – small individual or whole class instruction
- Higher order thinking skills
- Purposeful activities
- School's Best Practice in Literacy and Numeracy
- Adjustments for individual / group learning.

Reflecting- At this stage, Students review and reflect on their learning and new understandings. Assessment gathers evidence of their understanding. Timely, targeted and purposeful feedback is given and the planning cycle begins again.

School Best Practice

Explore	Respond	Reflect
<p>Cognitive demand How will we encourage children to think? Unit analysis</p>	<p>Pedagogy Decisions</p> <ul style="list-style-type: none"> • Flexible groupings • Higher order thinking skills • Individual, small group, whole class instruction • Varied avenues to same content descriptors • Self- directed learning 	<p>Assessment</p> <ul style="list-style-type: none"> • Formative • Summative
<p>Pre-assessment Students demonstrate what is already known.</p>	<p>Purposeful reading activities</p> <ul style="list-style-type: none"> • Modelled Reading • Shared Reading • Guided Reading • Independent Reading • Peer Reading • Critical Reading 	<p>Feedback</p> <ul style="list-style-type: none"> • Timely • Ongoing • Purposeful • Focused on quality of performance.
<p>Fostering positive dispositions towards learning by establishing learning intention WALT – What am I Learning Today? WILF- What am I Looking For?</p>	<p>Purposeful oral language activities</p> <ul style="list-style-type: none"> • Modelling of speaking activities • Vocabulary building • Think ,Pair, Share • Formal Speaking Opportunities • Focus on Performance 	<p>Reflection</p> <ul style="list-style-type: none"> • On tasks and learning • On goals
<p>Differentiation – All student learning needs considered.</p>	<p>Literature Rich Environment</p> <ul style="list-style-type: none"> • Students engage with a variety of text types. • Classroom has a rich environment of text types 	
<p>Vocabulary rich environment. Word walls Dictionaries / Class /personal Vocabulary lists</p>	<p>Purposeful Numeracy Activities</p> <ul style="list-style-type: none"> • Modelled Activities • Guided Activities 	

	<ul style="list-style-type: none"> • Independent Activities • Shared Activities • Problem Solving / Investigations 	
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The Five Contexts for Learning set out in The Early Years Curriculum Guidelines actively engage children, teachers and parents in learning.

- Play
- Real-life Situations
- Investigations
- Routines and Transitions
- Focused Learning and Teaching

Teachers aim for engaged learning and connectedness to the world.

Support for Student Difference

We believe effective assessment will provide critical information about student learning, enabling differentiated learning opportunities across junctures, year levels and classes.

Springwood Road Special Needs Committee (SNAC) supports classroom teachers to provide timely, appropriate and quality controlled programs to suit class, groups and individual student needs based on systemic and school assessment data.

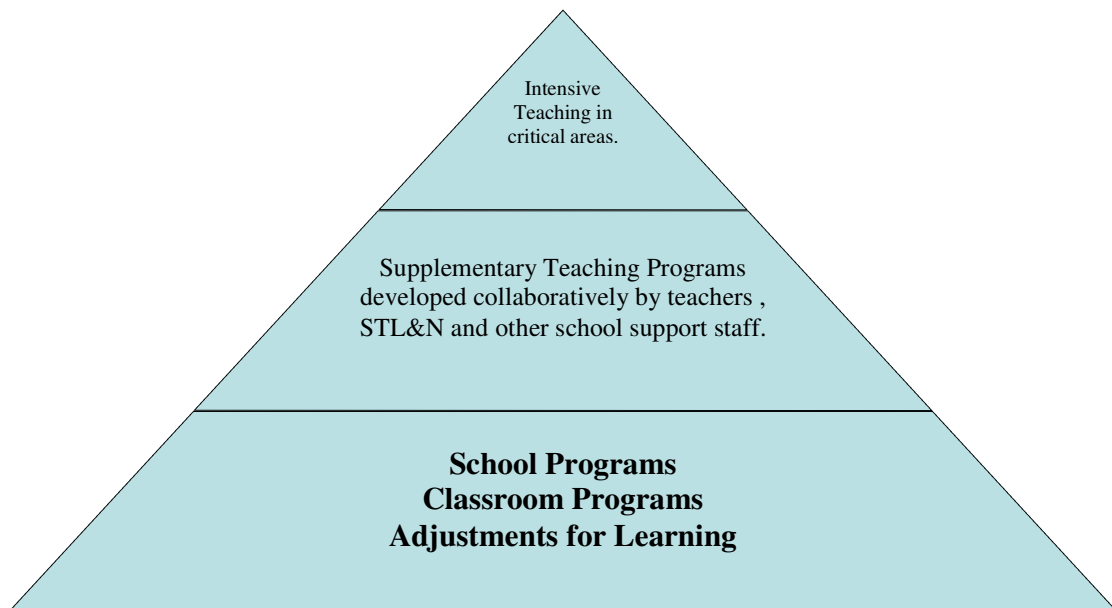
Systemic	School Wide	Classroom
NAPLAN – National Assessment Program for Literacy and Numeracy Years 3, 5 and 7.	Springwood Road State School Achievement Targets and Assessment Framework.	Formative and Summative Assessment Including; Observation, Consultation, Focused Analysis, Peer and Self Assessment.
AEDI- Australian Early Years Development Index		
Diagnostic Net	Springwood Road State School Targets	
QCATS		
Early Learning Record		

Moderation of student work is an integral part of the assessment program and is built into the school meeting schedules.

Intervention /Extension

Classroom teachers use information from assessment and moderation to design class and year level intervention/ Extension. Through data analysis and consultation SNAC designs a yearly intervention/ Extension program for students below or above school and systemic benchmarks. This program is reviewed each term. Teacher Aide time is distributed according to programs and year level needs. Support Teacher Literacy and Numeracy, Numeracy Support Teacher, Teacher Librarian manage and support programs.

Support Extension Model



We Maximise Learning Opportunities Through Planning

Curriculum Organization

At Springwood Road State School our curriculum is defined by phases, year levels and terms. Key Learning Areas are to be taught as pure disciplines and underpinned by explicit Literacy, Numeracy and Information Communication Indicators.

Springwood Road State School plans curriculum around the 8 Key Learning Areas: English, Mathematics, Science, Studies of Society and the Environment, Health and Physical Education, Technology, The Arts and LOTE.

It is important to ensure the integrity of the discipline of each KLA is adhered to; however there are cross- curricula priorities including. Literacy; Numeracy; Information Communication Technology; Sustainability; Asia and Australia's Engagement with Asia.

Indigenous Perspectives have been embedded in the Australian Curriculum, Curriculum to Classroom Units and the Essential Learnings and as such will form part of our school curriculum.

These perspectives acknowledge the viewpoints of indigenous people on time, place and people within local, regional, national and global contexts.

Time Allocations

We plan our units of work in accordance with advice given by the Department of Education and Training.

Department Allocation	Year 1 -3	Year 4 -7	School Allocation	Year 1 -3	Year 4 -7
KLA English	7 hours per week	6 hours per week	Parade	½ hour per day	½ hour per week
Mathematics	5 hours per week	5 hours per week	LOTE		Yr 6 /7 90 mins per week
Science	1 hour per week	1 hour per week	Values	½ hour per day	½ hour per week
Smart Moves	½ hour per week	*2hrs Yr 7 ½ hour per week	Sport		1 hour per week

The school provides teachers with a number of planning documents that are reviewed and refined yearly. These documents are expected to form the basis of year level and classroom planning and are saved on OnePortal and the school Gdrive/Coedata/Common/Curriculum. All documents are dated to ensure currency of information.

School Planning	Classroom Planning
<p>Curriculum Includes:</p> <ul style="list-style-type: none"> Curriculum Framework Pedagogical Framework English, Science and Maths C2C programs Overview of Essential Learnings SOSE HPE Tecnology, The Arts Mathematics Essential Learning continua for Prep – 2 Spelling Reading Writing and Grammar Program <p>Achievement Targets and Assessment overview</p> <ul style="list-style-type: none"> School improvement agenda School literacy / Numeracy Strategy School Best Practice – literacy / numeracy 	<ul style="list-style-type: none"> Yearly overview of Key Learning Areas and Strands Term overview including assessment and moderation timeline Key Learning Area unit plans for each term – Listing differentiation for class and individual students Weekly Teaching Plan Yearly overview Term Planning Weekly Planning Daily Reflective Planning

Teachers in year levels are expected to plan cooperatively and time is set aside each fortnight for year level meetings. Teachers are also provided with one day cooperative planning in Terms 1,2 and 3 as well as a work place reform for an extra planning day on the Pupil Free Days in January.

We nurture independent learning skills, cooperative practices and effective social skills.

Our school values program provides explicit, scaffolded programs to foster the development of positive social interactions between members of our school community and beyond.

Year Level	Program	Year Level	Program
Prep	Fun Friends High Five	4	Conflict Resolution
1	Fun Friends High Five	5	Healthy Relationships
2	High Five Values Education Tool Kit	6	Conflict Resolution Peer Mediation
3	High Five Values Education Tool Kit	7	Leadership Program

School Values Program

Emphasis on Thinking and Problem Solving Skills

Early Phase Years Prep - 3	Middle Phase Years 4 -7
Prep – Play based / negotiated curriculum Early Years Curriculum Guidelines	Year 4 – 7 Ways of Working – Essential Learnings
Negotiated Curriculum Pedagogical Framework	Explicit teaching of Problem Solving Strategies and Mental Routines
Early numeracy development – explicit teaching of Problem Solving strategies and Mental Routines	

We provide a Healthy and Active Lifestyle

Prep	1	2	3	4	5	6	7
Smart Moves -30 minutes per day of physical activity							
Gross Motor Program							
			All In Together Skills development program				
Swimming							
					Interschool Sport		
School Programs							
Athletics Swimming and Cross Country Carnivals							
School Walk-a-thon							
Active After School Program – 2 x 1 hour sessions two afternoons per week							
Sport Development Programs							
School Camping Program – Year 4 -7							

Health and Physical Education units across year levels focus on healthy eating and active lifestyles.

We Provide Opportunities to Develop Talents and Interests

Every year Springwood Road State School offers a range of activities dependent on student interest and staff expertise.

Music	Camping/ Touring
Choir Recorder Band Junior Band Senior Band Junior Strings Senior Strings Ensembles High School Extension Program	Year 4 camp (2 days) Year 5 camp (3 days) Year 6 camp (3 days) Year 7 Canberra Trip (5 days) Instrumental Music camp (3 days)
Interests	Leadership
Gardening Club Chess Club Wakakirri Aerobics Knitting Club Active After School Dance Art Club Magazine Computer Reading Club	School Captains / Sports Captains Student Council High School Transition Peer Mediators
	Sport
	Interschool Sport Intra-school Sport Representative Sporting Program Swimming Program

We provide positive communication amongst home, school and community

We celebrate and inform our community about our learning through:

School Governance	Communication	Celebration
<ul style="list-style-type: none"> * Parents and Citizens * School Annual Report * School Annual Operational Plan * Quadrennial School Review * Parent Forums * Parent Volunteers 	<ul style="list-style-type: none"> * School Newsletter * Website * Parent Information Nights * Two formal Report Cards (Term 2 and 4) * Two behaviour Report Cards (Term 1 and 3) * Invitation for parent interviews * Parent Interviews (Term 1 and 3) * Class newsletters * Open Days and Nights 	<ul style="list-style-type: none"> * Under 8's day * Variety Night * Sporting Carnivals * Weekly Assemblies * ANZAC Day * Book Week * Literacy / Numeracy Week * Music Information Night * Eisteddfod Performances * Community Music Performances * School Magazine * Year 7 Graduation * School Fete * Student Awards * Classroom Events * Special Events for recognition of excellence in behaviour

Reporting Frame Springwood Road State School

Term 1	Term 2	Term 3	Term 4
Meet the Teacher Night	Parent Interviews: Prep	Formal Parent Interviews: End of Term	Parent Interviews Prep
Formal Parent Interviews: End of term	Written Report: Academic Achievement, Effort and Behaviour	Written Report: Behaviour and Effort (<i>excluding Prep</i>)	Written Report: Academic Achievement, Effort and Behaviour (<i>Excluding Prep</i>)
Written Report Behaviour and Effort (<i>excluding Prep</i>)	School Annual Report Available	National Assessment Report for Year 3 5 and 7 in Literacy and Numeracy	Early Learning Record Prep.
NOTE: Interview by request by teachers or parents			

School Celebration and events

Term 1	Term 2	Term 3	Term 4
School Leaders Induction	ANZAC Parade	Variety Night	Carols Night / School Fete
	Education Week	Book Week	Swimming Program
Easter Bonnet Parade	Under 8's Day		Swimming Carnival
Year 3 / 4 All In Together Carnival		Year 3 / 4 All In Together Carnival	Final Parade
Years 5 - 7 Interschool Sport			
Cross Country	Senior Band Camp		Volunteers Morning Tea
	Jnr / Snr Sports Day		Year 7 Graduation
			School Magazine
			Music Night

Homework Policy Springwood Road State School

Springwood Road State School believes:

- That in determining homework it is important to take into consideration that students may be engaged in many different activities outside of school. These may include a range of physical activities and sport, recreational and cultural pursuits.
- That homework is an important strategy for improving student outcomes, informing parents about what is happening in classrooms and indicating to parents student mastery of basic skills.
- That homework should be directly related to class work and appropriate to student's learning needs.
- That timelines for homework need to include flexibility to suit different lifestyles and commitments.
- That homework will be corrected and acknowledged.

Recommended Guidelines for Homework

Prep: No set homework

Year 1-3: Could be up to but generally not more than 1 hour per week.

Homework tasks could include:

- Daily reading to, with and by parents/ caregiver or other family member.
- Conversations around what is happening at school.
- Preparation for oral presentations.
- Opportunities to write for meaningful purposes.
- Activities to develop literacy, numeracy and problem solving skills.

Year 4-5: Could be up to but generally not more than 2-3 hours per week.

Homework tasks could include:

- Daily independent reading.
- Activities to develop English, Mathematics and problem solving skills.
- Opportunities to write for meaningful purposes.
- Preparation of oral presentations.
- Extension of class work including projects and research.

Year 6-7: Could be up to but generally not more than 3-4 hours per week.

Homework tasks could include:

- Daily independent reading.
- Activities to develop English Mathematics and problem solving skills.
- Conversations around what is happening at school.
- Opportunities to write for meaningful purposes.
- Preparation of oral presentations.
- Extension of class work including projects and research.

Springwood Road State School Systematic Curriculum Implementation Leadership Team

Term 1	Term 2	Term 3	Term 4
Outline Improvement agenda to all staff as set out in Operational Plan Review school data with staff. Highlight school focus. Highlight school budget.	Preparation for NAPLAN	QCAT organization and moderation. School Opinion Survey Review Improvement agenda with staff.	Analyse NAPLAN; SOS and other school data. Develop Operational Plan for 20— Budget planning for 20— Share data with school community.
Timetable specialist lessons.	Timetable specialist lessons.	Timetable specialist lessons.	Timetable specialist lessons.
Develop and disseminate school calendar of events			Develop school calendar of events for 20--
Set up school curriculum consultation groups. Develop framework for group to operate in.	Work with school curriculum consultation groups – ensure transparency of operation.	Work with school curriculum consultation groups – ensure transparency of operation	Work with school curriculum consultation groups – ensure transparency of operation
Nominate year level coordinators and consult with them in the delivery of improvement agenda.	Work with year level coordinators.	Work with year level coordinators.	Work with year level coordinators in reviewing school and year level data.
Set up meeting schedules for semester 1 staff meetings, year level meetings, professional development, and curriculum consultation groups.		Set up meeting schedules for semester 2 staff meetings, year level meetings, professional development, and curriculum consultation groups.	

View semester 1 professional development agenda designed in term 4 to ensure continuing relevance. Include moderation in PD agenda. Deliver PD agenda	Review semester 1 professional development agenda developed in term 4 to ensure continuing relevance. Deliver PD agenda Develop professional agenda for Semester 2	Deliver PD agenda	Review semester 2 professional development agenda developed in term 2 to ensure continuing relevance. Deliver PD agenda Develop professional agenda for Semester 1 20 --
Facilitate ½ day planning sessions for year levels.	Facilitate ½ day planning sessions for year levels.	Facilitate ½ day planning sessions for year levels.	Facilitate ½ day planning sessions for year levels.
Facilitate and organize opportunity for curriculum discourse	Facilitate and organize opportunity for curriculum discourse	Facilitate and organize opportunity for curriculum discourse	Facilitate and organize opportunity for curriculum discourse
Develop and commence cycle of discussion, observation and feedback with teaching staff. Professional Learning Plans	Visit classrooms, meet with teachers, give feedback.	Visit classrooms, meet with teachers, give feedback	Visit classrooms, meet with teachers, give feedback
Facilitate STL&N and SEP meetings with classroom teachers to discuss student needs.		Facilitate STL&N and SEP meetings with classroom teachers to discuss student needs.	
Ensure all staff are familiar with assessment, targets and reporting schedule. Organize parent / teacher interviews.	Collect class data and analyse student results Support reporting process.	Review class results against school targets. Support parent / teacher interviews	Review assessment and reporting schedule for 20— Support reporting process.
Induction of new staff. Source mentors for new staff.	Continue to support new staff.		

Springwood Road State School Systematic Curriculum Implementation Classroom Teacher

Term 1	Term 2	Term 3	Term 4
<h3>Curriculum</h3>			
<p>Year overview of KLA's Class behaviour management plan. Review student outcomes/ needs to inform planning. Use OneSchool, School diagnostic test information (Provided by STLD), Student folios. Term Planning – use school English, Maths and Science programs. – Use school reading, spelling and writing source books. Record adjustments for students. Consider school improvement agenda document and NAPLAN error analysis in planning. Professional Learning Plan</p>	<p>Term Planning – use school English, Maths and Science programs. – Use school reading, spelling and writing source books. Use year level meetings to discuss and moderate student work. Review student outcomes/ needs to inform planning. Record adjustments for students. Consider school improvement agenda document and NAPLAN error analysis in planning</p>	<p>Term Planning – use school English, Maths and Science programs. – Use school reading, spelling and writing source books. Use year level meetings to discuss and moderate student work. Review student outcomes/ needs to inform planning. Record adjustments for students. Consider school improvement agenda document and NAPLAN error analysis in planning</p>	<p>Term Planning – use school English, Maths and Science programs. – Use school reading, spelling and writing source books. Use year level meetings to discuss and moderate student work. Review student outcomes/ needs to inform planning. Record adjustments for students. Consider school improvement agenda document and NAPLAN error analysis in planning</p>

Assessment

<p>Consult school assessment, monitoring and target agenda to inform assessment schedule. Design assessment schedule in cooperation with year level teachers. Start class mark book. Year 3,5 and 7 NAPLAN practice test. Consider school NAPLAN error analysis</p>	<p>NAPLAN year 3,5 & 7 Consult school assessment, monitoring and target agenda to inform assessment schedule. Design assessment schedule in cooperation with year level teachers. Diagnostic Net EQ Year 1 Checkpoints End of semester tests</p>	<p>QCATS years 4 and 6 Consult school assessment, monitoring and target agenda to inform assessment schedule. Design assessment schedule in cooperation with year level teachers. EQ year 1 Checkpoints</p>	<p>QCAT Moderation Year 2,4 &6 – NAPLAN practice test. Consult school assessment, monitoring and target agenda to inform assessment schedule. Design assessment schedule in cooperation with year level teachers. End of semester tests</p>
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Reporting

<p>Meet the teacher night. Week 3/4 Parent Interviews last two weeks of term. Behaviour Report – Year 1 -7</p>	<p>Report Card Year 1- 7 Interviews – Prep School Diagnostic Test Report to STL&N Year 2 Diagnostic Net Report</p>	<p>Parent interviews last two weeks of term. Behaviour report Years 1 -7.</p>	<p>Report Cards year 1 -7 Early Learning Record Prep Prep Interviews School Diagnostic Test Report to STL&N Year 1 & 3 Diagnostic net report. Prepare student folios</p>
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Events

Overview of excursion, camps and incursions prepared. Costing available for parents on Meet the Teacher Night.
Consult school calendar of events to ensure no overlap.
ANZAC Day

Under 8's Day

Variety Night.
Year 7 Canberra Trip
Science Week

School Fete/ Carols Night (alternate years)
Celebration Parade
Year 7 Graduation.
School Magazine.
Talent Quest
Music Night
Year 4,5 and 6 camps

Sport

Jnr and Snr Sports Day
Cross Country
Interschool Sport Year 5 -7

All In Together Carnival Year 3 /4






Interschool Sport 5,6 &7
All In Together Year 3 /4

Swimming Carnival Year 4 -7
Swimming Lessons Prep - 7

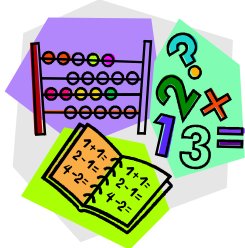

Professional Learning

- Staff Meetings every second Thursday morning
- Year level meeting every second week – year level discretion
- Professional Development every Tuesday afternoon
- Develop Professional Learning Plan with Leadership Team
- Administration classroom visit and discussion session
- Learning Partner

10 Examples of Best Literacy Practice

1	<p>Purposeful reading activities. These include opportunities to participate in</p> <ul style="list-style-type: none"> • Modelled Reading • Shared Reading • Guided Reading • Independent Reading • Peer Reading • Critical Reading 	
2	<p>Purposeful writing activities. These include opportunities to participate in</p> <ul style="list-style-type: none"> • Modelled Writing • Shared Writing • Guided Writing • Independent Writing 	
3	<p>Purposeful oral language activities. Including</p> <ul style="list-style-type: none"> • Modelling of speaking activities • Vocabulary building • Think, Pair, Share strategy • Formal Speaking opportunities • Focus on performance 	
4	School spelling program. Focus on teaching of spelling.	
5	Editing / Proof Reading Guide including 'No Excuses' punctuation. (See Guide)	
6	Purpose for Learning Explicit. WALT – What Am I Learning Today? WILF – What Am I Looking For?	
7	Reflection on task and learning.	
8	Differentiation – All students catered for.	
9	<p>Vocabulary Rich Environment. Classroom has multiple places for students to access KLA specific vocabulary. Including</p> <ul style="list-style-type: none"> • Word Walls • Dictionaries / Class Dictionaries / Personal Dictionaries • Vocabulary Lists 	
10	<p>Literature Rich Environment.</p> <ul style="list-style-type: none"> • Students engage with a variety of text types. • Classroom has a rich environment of text types. 	

10 Examples of Best Numeracy Practice

1	<p>Purposeful real life activities. This includes opportunities to participate in constructing knowledge through concrete experiences and Investigation of Mathematical concepts.</p> <ul style="list-style-type: none"> • Modelled activities • Guided activities • Independent activities • Shared activities
2	<p>Maths INVESTIGATIONS involving higher order thinking strategies.</p>
3	<p>Model the Steps in Solving Word Problems.</p> <ul style="list-style-type: none"> • Read the entire problem carefully. • Identify the question. • Find the important facts. • Write an equation/sum. • Estimate the answer. • Solve the equation & check the answer makes sense. • 
4	<p>Expose students to a variety of Problem solving techniques. Include Guess & Check, Make a List, Draw a picture or diagram, Write a number sentence, Look for patterns, Make a table or graph....</p>
5	<p>Foster a positive attitude towards Mathematics. Emphasise the role mathematics plays in our daily lives, including, telling time, shopping, building, cooking and playing sport.</p>
6	<p>Purpose for Learning is Explicit. WALT – What Am I Learning Today? We are learning to.... WILF – What Am I Looking For?</p>
7	<p>Reflection on tasks & learning, linked to the explicitly stated purpose of a lesson.</p>
8	<p>Differentiation – All students catered for.</p>
9	<p>Vocabulary Rich Environment. Classroom has multiple places for students to access KLA specific vocabulary. Including</p> <ul style="list-style-type: none"> • Word Walls • Dictionaries / Class Dictionaries / Personal Dictionaries • Vocabulary Lists 
10	<p>No excuses basic mathematical facts, terminology (Ann Baker posters) and setting out with a focus on place value.</p>