

IN PRACTICE R-7

The Numeracy Block Structure uses the 'Wave of Intervention' model to support all learners to achieve high standards. Student's data and Learning Plans are used to make informed decisions about the Wave of Intervention the student receives. This cycle allows for immersion and exploration of particular mathematical concepts.

- Wave 3: Intensive Support (for a FEW students)
- Wave 2: Small group Intervention (for SOME students)
- Wave 1: Whole Class Teaching (for ALL students)

Whole Class Mental Routine—10 mins

A rigorous tuning in activity focusing on current learning and on an aspect of a specific mental computation strategy.

Wave 1 - Whole Class Explicit Teaching - 30 mins

Problematised Situation

- Engage students with a problem that has multiple entry points
- Use a process to solve; STAR or See, Plan, Do, Check
- Challenge mathematical thinking
- Keep work samples detailing students mathematical thinking

Strategy Lesson

- Designed to provide students with specific learning opportunities
- Teach explicitly the skills and strategies needed to develop student understanding of the relevant topic
- Correct common error patterns, checking for accuracy
- Monitor and improve student skills

WAVE 2 – Guided Activity.

A small group works with the teacher on a specific skill/modified problem using the whole class activity as a base of their work.

WAVE 3 – Intense Intervention

Individual students who need intensive assistance are given opportunities to work with the teacher on specific skills. This is monitored and reinforced through further activities with an SSO.

Reflection—10 mins

Reflect on what has been learnt
Address any misconceptions
Acknowledge progress and success

Students share and compare strategies
Mathematical connections made between ideas
Working as a community of learners

ASSESSMENT

Data is gathered through class assessments, work assessments and standardised tests in order to identify student's progress.

Standardised test results are recorded in Score Link. Students from year 3 onwards who have been identified through PAT Maths, will have access to Symphony Maths as an Intervention program in Number.



symphony
math

Standardised Tests	R	1	2	3	4	5	6	7
PASA—Receptions Term 1 & 4								
PAT Maths—Term 3 Years 1-7								
NAPLAN—Term 2 Years 3/5/7								

RESOURCES

NATURAL MATHS	ICTS	EQUIPMENT
Natural Maths Strategies Books—Beginning, Level 1-4 BIN Assessment	iPad apps; <i>fingertips</i> , <i>traffic lights</i> , <i>balancing act</i> , <i>3 snakes</i> , <i>symmetricon</i> , <i>number scramble</i> & <i>function machine</i>	Manipulatives, Teaching Tools & Resource Books Teacher reference books in the library whilst manipulatives are stored in the Resource Room in the Main Building, organised into AC standards
Problem Solving Books - Level 1-Level/5	Maths300 http://www.maths300.esa.edu.au/	Number & Algebra Measurement & Geometry Statistics & Probability
Mental Computation—Secret Code teacher support	Study Ladder http://www.studyladder.com.au	Each classroom has permanent equipment for particular year levels
Natural Maths Strategies for Parents – Book 1/Book 2	Symphony maths http://symphonylearning.com/	Remark Maths Overview and Working Document
Interactive Software – <i>Dice Strings</i> , <i>Coin Mat</i> , <i>100 Square</i> , <i>Calendars</i> , <i>The Card Game</i>	Renmark Teaching Resources <i>-R Drive</i> , <i>Areas of Learning</i> , <i>Maths</i>	
STAR poster & Mental Computation Strategy posters	Splash ABC http://splash.abc.net.au/	
ONLINE PLANNING RESOURCES		
Australian Curriculum (ACARA)	http://www.australiancurriculum.edu.au	
DECD Leaders Resource	http://www.acleadersresource.sa.edu.au/	
Scootle	http://www.scootle.edu.au	
Australian Professional Standards for Teachers	http://www.aitsl.edu.au/australian-professional-standards-for-teachers	