

 Prospect Primary School Site Learning Plan NUMERACY Vision Statement <i>'Empowering lifelong learners through curiosity, creativity and a sense of belonging in an inclusive community.'</i> Site Provocation How can we continue to develop the SECRET skills and Character Strengths to harness and empower curious agents of learning? 				
Challenge of practice- our why If we develop reasoning and problem solving we will improve achievement and develop resilient, resourceful and reflective learners with a positive mindset towards Mathematics.				
Area of Impact: Learner Agency	Actions	Learner Agency & HITs Questioning, Metacognitive Strategies, Goal Setting	How will we know? What evidence will we collect?	Resources
<u>Voice to agency</u> Learners have a say and 'own' what they learn and how they learn <u>Partners in learning</u> Learners are active partners in their learning, collaborating with both teachers and peers to create a dynamic and engaging educational experience <u>Discernment and judgement</u> Learners are able to make considered decisions about the best ways for them to go about their learning and assessment tasks and what new learning may be necessary for them to be successful	Teachers will ... ➤ create learning design which enables opportunities for students to be involved in problem solving and reasoning that is connected to the real world	We will see each student... ➤ respond to provocations to promote curiosity and guide learning pathways ➤ justify how they choose to represent their learning	How will we know?.. ➤ Learning design involving problem solving, reasoning and inquiry ➤ Collection of samples including reflection of thinking routines that guide subsequent learning experiences. ➤ Utilise and apply a variety of problem-solving strategies to familiar and unfamiliar (routine/non-routine) math problems.	SA Curriculum NRich ReSolve 3-Act Maths Natural Maths Problem Solving Strategies (Sharon Shapiro) STAR model Problem solving placemat SA Curriculum Capabilities Questioning Tool Learning design Positive Norms Prof. Jo Boaler Struggly https://pz.harvard.edu/thinking-routines Key elements of expert teaching Student Voice, Agency and Leadership Questioning, Metacognition, Goal Setting MISTAKES https://dennislearningcenter.osu.edu/4-types-of-mistakes/ Numeracy Progressions
	➤ develop student metacognition through SECRET skills, thinking routines and mathematical processes which enable students to articulate their thinking and reasoning	regularly engage in metacognitive thinking to reason and problem solve (thinking routines, STAR model, problem solving placemat) ➤ actively collaborate with peers and teachers ➤ use network for help strategies to promote collaboration and dialogic talk	➤ Student work samples and reflections that demonstrate and justify strategies used ➤ Gather pre- and post-assessment data to monitor progress ➤ Student samples of responses/reflections using STAR or SA Curriculum Capabilities Questioning tool ➤ Perspective/Mindset check-in T1>T4 (Microsoft Forms)	Professional Development Familiarisation with the SA Curriculum Ron Ritchhart's <i>Creating Cultures of Thinking</i> Project Zero's Thinking Routines
	➤ embed formative and summative feedback and assessment practices to establish next steps for learning and student goals. Provide opportunities for practice of previously taught concepts throughout the year.	seek, give and receive feedback: peer, self, teacher ➤ use NAPE, numeracy progressions to reflect on their learning ➤ review and reflect on goals in collaboration with teacher	➤ Set, monitor, review ➤ Student conferences ➤ Students will set goals in maths and respond to the following questions regarding their learning goals: ○ What are you learning? ○ What is your numeracy goal? ○ Why is this your goal? ○ How will you know you are successful? (Success Criteria) ○ What processes/strategies will help you to be successful? ○ What are your next steps?	
	➤ foster a culture of positive Mathematical mindsets and norms through the implementation and embedding of the agreed positive math norms	develop and articulate positive beliefs and attitudes towards mathematics ➤ understand how adopting a positive mathematical mindset supports learner agency ➤ engage in productive struggle and persist with making sense of the problem ➤ celebrate and reflect on mistakes to set goals be resourceful and build resilience by accessing effective learner strategies such as questioning, collaboration, Kids teaching kids, manipulatives and digital technologies	Pre and post survey questions on dispositions: Resilient: Demonstrate struggle time, growth mindset, learning pit, mindset maths Resourceful: Access network for help strategies - Strategies and mathematical toolkit Reflective: demonstrate within STAR/BITL/NAPE Reflect on pre-assessments to create goals Students are able to communicate (written and verbally) their mistakes and how this has progressed their learning goal	
	➤ develop a PPS numeracy agreement to ensure reasoning and problem solving is incorporated into lesson design			



Prospect Primary School Site Learning Plan LITERACY

Vision Statement

'Empowering lifelong learners through curiosity, creativity and a sense of belonging in an inclusive community.'

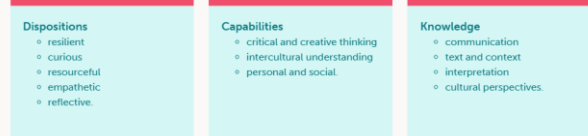
Site Provocation

How can we continue to develop the SECRET skills and Character Strengths to harness and empower curious agents of learning?



Challenge of practice- our why

If we develop students' metacognitive strategies and understanding of the purpose and application of writing, we will empower curious, empathetic and reflective learners of Literacy.

Area of Impact: Learner Agency	Actions	Learner Agency & HITs Questioning, Metacognitive Strategies, Goal Setting	How will we know? What evidence will we collect?	Resources
<u>Voice to agency</u> Learners have a say and 'own' what they learn and how they learn	Teachers will ... ➤ create learning design that ignites student curiosity for various text types and their purpose to develop transferrable writing skills	We will see each student... ➤ develop curiosity, critical and creative thinking ➤ understand text types and purpose ➤ Justify the use of appropriate text types to present their learning	How will we know?.. ➤ A range of evidence could include: videos of students articulating the purpose and application of their writing, student written work samples ➤ Learning design that sparks curiosity and enables transferable writing skills (text to self, text to text and text to world)	<u>SA Curriculum</u>  <u>Learning design</u> Project Zero https://pz.harvard.edu/thinking-routines Writing plus Brightpath ruler Guide books <u>Key elements of expert teaching</u> Student Voice, Agency and Leadership Metacognition/Questioning Goal Setting TAG Feedback/Glow and Grow/NAPE Scale
<u>Partners in learning</u> Learners are active partners in their learning, collaborating with both teachers and peers to create a dynamic and engaging educational experience	➤ build a culture and understanding of metacognitive practices that engage and challenge learners to explore ideas critically and constructively	➤ use metacognitive thinking routines to analyse, explore and interpret ideas/text types ➤ actively collaborate to share their thinking and perspectives	➤ <i>Discernment and Judgement</i>: Students justify their choices through reflective metacognitive thinking routine	
<u>Discernment and judgement</u> Learners are able to make considered decisions about the best ways for them to go about their learning and assessment tasks and what new learning may be necessary for them to be successful	➤ embed formative and summative feedback and assessment practices to establish next steps for learning and individual student goals	➤ actively seek, give and receive feedback to determine writing goals: peer, self, teacher ➤ Improve learning/skills as a result of feedback	➤ Students reflect on feedback to set own goals ➤ Students will be able to respond to the following questions regarding their learning goals: ○ What are you learning? ○ What is your literacy goal? ○ Why is this your goal? ○ How will you know you are successful? (success criteria) ○ What processes/strategies will help you to be successful? ○ What are your next steps?	Professional Development
	➤ develop student capacity in functional/traditional grammar using relevant and contextual/meaningful learning	➤ articulate the meta-language associated with functional grammar ➤ transfer functional grammar across all genres ➤ justify their authorial choices and language choices to convey meaning	➤ Increased use of traditional and functional grammar knowledge to enhance clarity, precision and readability in their writing. ➤ Transferable assessments ○ Brightpath ○ LEAP ○ NAPLAN ○ Classroom assessments	Familiarisation with the SA Curriculum Ron Ritchhart's <i>Creating Cultures of Thinking</i> Project Zero's thinking routines Writing Plus
	➤ Develop understanding and implement the Department Phonics and Spelling Scope and Sequence R-6	Students will ➤ Make connections, decode sounds when reading, and apply phonic knowledge when writing ➤ Apply and transfer knowledge and understanding across different curriculum areas	➤ Ongoing assessments connected to the Phonics and Spelling Scope and Sequence ➤ Transferable assessments ○ Brightpath ○ PAT Reading ○ NAPLAN ○ Classroom assessments ➤ Increased use of spelling knowledge to enhance clarity, precision and readability in their writing.	PD with LGU

