What the Data says:

- NAPLAN says 31% have made low progress PP-Yr 3
- Value add Year 3 -5 is positive

Intentions	Success Criteria	Strategies	Resources	Monitoring and Evaluation
To develop and implement a 'Whole School' approach to Mental Computation	 ✓ Students using strategies for Mental Computation (basic facts) ✓ Developing understanding and fluency ✓ Increased working memory 	 ✓ 10 minutes of mental computation, warm up activities before each maths lesson/block ✓ Basic facts practice (mental recall) ✓ Differentiation for students ✓ Activities to promote problem solving eg: <i>Todays Number is</i> ✓ Build on 2018 strategies 	 ✓ First Steps as main resource for planning lessons ✓ Metalanguage charts displayed in all rooms ✓ Paul Swan 'Milestones' guides for the 4 operations displayed in all rooms ✓ Paul Swan resources for Mental Computation ✓ Teachers to buy their own counters, beads etc with their own budgets (to compliment Paul Swan resources) ✓ Dualo and Numero ✓ Year Group boxes to be created for resources ✓ Teacher Relief for diagnostic assessment 	On Entry (PP-2) Comparative basic facts test (whole school) To be re tested Term 3, 2019 First Steps Diagnostics How did you do it? (p14) Years 3-6

DRAFT MATHS POLICY

At Greenmount Primary in Maths we:

- Have a 'Whole School' Approach to mental computation, including First Steps strategies for all year levels. We have daily warm ups and practice mental recall of basic facts.
- We use First Steps resources for lesson planning and diagnostics
- We display metalanguage of Maths charts and Strategies for mental computation in all of our classrooms
- We use the 'Basic Facts' milestones Continua (Paul Swan) as a guide. (to be displayed and referred to in all rooms)
- We use the On-Entry assessment tool for Years PP-2 and First Steps Diagnostics as a tool for consistent judgements in Years 3-6
- All teachers to be provided with a display book with all of the above mentioned documents to follow for 'Best Practice'