



# ST GERARDS SCHOOL

LOVE-aroha ai... LEARN-ako ai... GROW-tipu ai

## Curriculum Statement for Mathematics

At St Gerard's School it is our aim to provide a balanced mathematical programme where children develop the ability to think mathematically, to realise that mathematics has a purpose and relates to real life.

### Mathematics lessons will:

- Be taught at least 4 times per week each lesson should be at least 45min long and should include basic facts, maintenance and new teaching components.
- Provide experiences for children in each strand every year.
- Planned in an appropriate format.
- In the first 4 years of schooling have the main emphasis on the number strand. In the middle and upper primary years the emphasis is spread across the strands.

### Key Indicators

#### Children will:

- Enjoy mathematics.
- Engage in interesting and challenging activities.
- Work collaboratively, co-operatively and independently as appropriate.
- Record numbers, diagrams, number lines and written statements that show number sense and mental strategies.
- Access and use the appropriate mathematics equipment/games/ICT as required.
- Confidently explain what they did and how.
- Participate in assessment.

#### Teachers will:

- Group according to focus, strategy or knowledge stage. These groups will be flexible and reviewed accordingly. These groups accommodate all learning needs.
- Have children that are not meeting the NS in a target group
- Utilise whole class teaching for some topics, knowledge or strategy lessons.
- Plan for and use small group strategy and knowledge teaching.
- Discuss and display WALTs with students and ensure their NLS are clear.
- Use equipment to model and allow use of equipment as needed.
- Teach games/activities/investigations before asking students to work independently with them
- Track the progress of their students using Numeracy/Strand group tracking sheets,

JAM, GLOSS, IKAN, PAT, NS and assembly.

- Set purposeful practice activities that link to the current strategy/knowledge outcome.
- Effectively use resources.

**The environment will:**

- Display mathematics charts, posters, children's work...
- Reflect children's learning.
- Have the necessary equipment and resources to support teaching and learning.

**Procedures for those not succeeding at Mathematics - CaAP**

- Those identified through the assessment (JAM, GLOSS, PAT and Formative Assessment and internal school progressions) @ BELOW -Tier 2 referred to class target groups, ALiM, Teacher Aide Classroom support. @ WELL BELOW - Tier 3 - Target Groups, RTLB, IEP, Teacher Aide Classroom support.
- Refer to SENCO POLICY for recommended interventions at each tier level.
- Those identified by classroom teachers.

1) look at identifying as Target students, contact parents immediately and regularly, maintain a term by term programme and review at the end of each term.

2) Inform the SENCO and look at setting up IEP's and involving RTLB where appropriate.

3) Principal to monitor their progress through the use of Teacher shared planning and reflection documents and to inform the BOT regularly through timetabled reports.