

PR1ME MATHS

Preparation and Implementation Plan

Accessing Resources Before the Teacher Guides Arrive

TEACHER GUIDES

While waiting for the Teacher Guides to arrive in late January, teachers can access the opening pages of each guide on our website.

- **Recommendation:** Familiarise yourselves with the **About PR1ME Mathematics** section and the front of the Teacher Guides for an explanation of the pedagogy behind PR1ME for each level.

[Teacher Guides](#) ✨

MATH PRO TUTORIAL VIDEOS

- We encourage teachers to watch the MATH PRO Tutorial Videos for Educators to support implementation.

[MATH PRO Videos](#) 🎬

What Books Should We Order?

NEW PR1ME SCHOOLS

To assess students' Number Knowledge, conduct Placement Tests: [Placement Testing](#) ✨

Options:

1. **Test all students** to gather baseline data for book orders. Use alignment guidelines with existing data to place students appropriately.
2. Use **Placement Test data** combined with OTJ to determine the best fit.
Also, review the [Sequence of Teaching and Learning](#) document for best fit. ✨

Current PR1ME Schools

Progress and Communication: PR1ME is designed to take approximately **18 months** per book. Regular check-ins ensure students progress smoothly without gaps.

Throughout the Year:

- **Staff Meetings:** Twice per term. *Purpose: Monitor progress and ensure alignment.*
- **Team Meetings:** 10-minute check-ins every second meeting to set book completion goals.

Goal: Aim to finish specific chapters by the end of each term to maintain consistent progress.

Yearly Overview

JANUARY

1. Preparation:

- Teachers read the Teacher Guide preface to understand PR1ME concepts.
- Group students based on the chosen school structure (whole class, cross-grouping, or in-class groups). *See Page 5: Things to Consider.*

2. Assessment:

- Set an assessment schedule alongside PAT or e-asTTle tests.
- Schedule two reviews per year, these can be found in the **Student Practice Book**:
 - **New Schools:** Review 1 (Term 2), Review 2 (Term 4).
 - **Existing Schools:** Review 3 (Term 2), Review 4 (Term 4).

3. Setup:

- Ensure all students have MATH PRO logins and are assigned to correct groups.
- Plan **two revision days** per term to revisit challenging lessons.

Yearly Overview continued . . .

FEBRUARY


1. Classroom Setup:

- Establish Maths Programme routines: Rotations, Tumbles, Must-Dos & Can-Dos.

2. Teaching Focus:

- Explicitly teach a full week of **Problem-Solving** (multi-levelled) using the **UPAC+ method**.
- Start Course Book work with 'Let's Remember' and 'Explore.' Use 'Explore' to identify prior knowledge (e.g., through GLOSS strategies).

3. MATH PRO Integration:

- Watch [implementation videos](#) with students and practice logging in. 
- Adjust book levels if needed via Manage Users.
- Set student goals using the **MATH PRO Mastery tool**.

4. Assessment:

- Complete the **End of Chapter Assessments** on MATH PRO after each chapter.

MAY

- Conduct **Review 1** (new schools) or **Review 3** (existing schools).
- Set student goals using MATH PRO.
- Plan **two revision days** for struggling or missed topics.
- Hold staff meetings to set realistic achievement targets for the term.

AUGUST

Continue with:

- Goal-setting using MATH PRO.
- Two revision days.
- Staff meetings for progress checks.

Yearly Overview continued . . .

OCTOBER AND DECEMBER

Continue with:

- Conduct Review 2 (new schools) or Review 4 (existing schools).
- Plan revision days and set **end-of-year achievement goals**.
- Ensure students finish at the agreed chapters. Transfer Practice Books and data to the next year's teacher.

Things to Consider: Schoolwide Implementation

Possible options for Structuring PRIME in Schools

Ensure each year level is on a certain book.

Example:

- Year 0: Kindy A & B
- Year 1: Kindy B, Book 1
- Year 2: Book 1
- Year 3: Books 1 – 2
- Year 4: Books 2 – 3
- Year 5: Books 3 – 4
- Year 6: Books 4 – 5
- Year 7: Books 5 – 6
- Year 8: Book 6

In-Class Differentiation:



- Teachers manage groups within the class working at different levels and using different books.

Syndicate Cross-Grouping:

- Students move between classes to work on books that suit their needs.

Note: For outliers, create **individual learning plans**.

Schoolwide Expectations

- Provide teachers with **Concrete Materials** for hands-on learning.
- [Recommended Manipulatives](#) 
- Ensure all teachers understand the **Concrete/Pictorial/Abstract approach** (Jerome Bruner).
- Ensure planning is done from the Google Sheets template provided: [Planning Template](#) 
- Ensure observation notes are recorded weekly per group of students/per learning intention.
- Ensure new students to school sit a Placement Test.
- If you are unsure a teacher has placed a student on the correct book – use 'Review 4' (Summative test) in Practice Book to decide.
- **Working in groups:** Ensure there are two students per Course Book.
- **Follow Up:** One Practice Book per student / One login for MATH PRO per student.

Flipped and Differentiated Learning

Flipped Learning

- Groups can watch selected videos through their MATH PRO account before coming to a Guided Learning session with the teacher to 'pre-load' students.
- Students can work through '**Let's Learn/Let's Do/Let's Practice**' online through MATH PRO before seeing the teacher and consolidating their learning.

Differentiated Learning

- **Use multi-levelled tasks:** Mission Possible, Mathematical Modelling, and Chapter List on MATH PRO.
- Use '**Chapter List**' on MATH PRO to revise or extend learners. Set practice/recall on MATH PRO to support this.
- Assess using **Mind Stretcher** tasks for collaborative thinking.

Junior School

During Guided Lesson

- All students use a white board alongside Course Books to record thinking and learning
- Students record thinking on clear cover sheets placed over Course Book pages to record thinking and learning (photos taken twice a term for home reporting).

Practice Books

- Teacher uses date stamp in Practice Books for each follow-up activity.
- Teacher uses highlighter to record how students felt about lesson once they have completed the follow-up activity in the Practice Book so that the students know how they felt about their learning and can begin to talk about this.
- Use **highlighting method** on contents pages of Practice Books:
 - Gold for Glory** - 'Correct responses' / 'I get it'
 - Pink for THINK** - 'an error, I need to think about where I went wrong' / 'I'm not quite there yet'
 - Blue for DO** - missing work / 'I missed that lesson'
- Teacher marks work so children feel success.

MATH PRO

- Follow-up/practice activity is done once a week.
- 'Chapter Assessment' is done at the completion of each chapter.
- Mastery used during Parent/Teacher interviews for students to explain mastery and goals.

Middle & Senior Syndicates

- All students use a white board alongside Course Books to record thinking and learning.
- Students record thinking on clear cover sheets placed over Course Book pages to record thinking and learning (photos taken twice a term for home reporting).
- Students can start moving into showing their thinking in 'scrap books' or numeracy 'grid books' for use during group work with Course Books.
- **Let's Learn and Let's Do** is done with the teacher; **Let's Practice** is done in pairs or individually for those who show Mastery, or with teacher assistance for those needing support.
- All students move to Practice Book to show Mastery – some students may require teacher aide support at this point. Teacher aide to use MATH PRO for support and guidance. Videos are available on Student Hub.

Practice Books

- Student writes the date in Practice Book for each follow-up activity.
- Student uses highlighter with teacher assistance to record how they felt about the lesson once they have completed the follow-up activity in the Practice Book. Once students identify how they feel about their learning, they can begin to talk about this.
- Use **highlighting method** on contents pages of Practice Books:
 - Gold for Glory** – 'Correct responses' / 'I get it'
 - Pink for THINK** – 'an error, I need to think about where I went wrong' / 'I'm not quite there yet'
 - Blue for DO** – missing work / 'I missed that lesson'

MATH PRO

- Follow-up/practice activity is done twice a week.
- 'Chapter Assessment' is done at the completion of each chapter.
- Mastery used during Parent/Teacher interviews for students to explain mastery and goals.
- Review online is done as well as Practice Book Review to ensure teacher understands full picture of student's thinking.

Senior Syndicates

- Students can start moving into showing their thinking in 'scrap books' or numeracy 'grid books' for use during group work with Course Books.
- **Let's Learn** and **Let's Do** is done with the teacher. **Let's Practice** is done in pairs or individually for those who show Mastery, or with teacher assistance for those needing support.
- All students move to Practice Book to show Mastery – some students may require teacher aide support at this point. Teacher aide to use '**MATH PRO**' for support and guidance. Videos are available on Student Hub.

Practice Books

- Student writes the date in Practice Book for each follow-up activity.
- Student uses highlighter with teacher assistance to record how they felt about the lesson once they have completed the follow-up activity in the Practice Book. Once students identify how they feel about their learning, they can begin to talk about this.
- Use **highlighting method** on contents pages of Practice Books:
 - Gold for Glory** – 'Correct responses' / 'I get it'
 - Pink for THINK** – 'an error, I need to think about where I went wrong' / 'I'm not quite there yet'
 - Blue for DO** – missing work / 'I missed that lesson'

Digital Practice

- Follow-up/practice activity is done *three times a week*.
- '**Chapter Assessment**' is done at the completion of each chapter.
- Mastery used during **Parent/Teacher interviews** for students to explain mastery and goals.
- Review online is done as well as **Practice Book Review** to ensure teacher understands full picture of student's thinking.

Problem-Solving Focus

- Word problem solving is addressed at the end of every chapter from Book 1 and therefore needs explicit unpacking by the teacher each term to teach the correct method used in PR1ME to ensure students feel success.
- Teacher to teach full week of Problem Solving explicitly multileveled at the beginning of each term – understanding the **UPAC+ method**, unpacking language for addition/subtraction/multiplication/division.
- It is helpful to have posters on the classroom walls to help with **unpacking word problems**. Make these with the students' input at the beginning of each school year and revisit each term.