



**Strathmore**  
PRIMARY SCHOOL No.4612

*Strive to Achieve*

## MATHEMATICS POLICY

This policy should be read in conjunction with the School's

- *School Strategic Plan*
- *Teaching and Learning Policy*
- *Assessment and Reporting Policy*

### RATIONALE

Mathematics is a key component of the Victorian Curriculum that organises mathematical content into the following strands:

- Number and Algebra
- Measurement and Geometry
- Statistics and Probability

These content strands are broken down further into sub-strands that explore mathematical topics at relevant stages of learning development across various levels of the curriculum. Additionally, there are four proficiency strands of the mathematics curriculum that describe the actions in which students can engage when learning and using the content:

- Understanding
- Fluency
- Problem Solving
- Reasoning

Students need to recognise that mathematics is constantly used outside of mathematics lessons and that numerate people apply mathematical skills in a wide range of familiar and unfamiliar situations. Numeracy involves students in recognising the interconnected nature of mathematical knowledge, other learning areas and the wider world, and encouraging students to use mathematical skills broadly. An understanding of mathematical terminology and the specific uses of language in mathematics is essential for numeracy. This view of mathematics sees the curriculum at Strathmore Primary School oriented towards the implementation of a documented, guaranteed and viable curriculum of essential mathematical skills and knowledge taught explicitly at each level of the curriculum. Coupled with this approach, is the provision of problem solving tasks, investigations and real-life applications of mathematics, including making use of connections to mathematics in other curriculum areas.

## AIMS

Strathmore Primary School aims that its mathematics curriculum will enable students to:

- Demonstrate learning of essential skills and knowledge in mathematics at and beyond the expected level of progress and demonstrate growth in the progress of their learning
- Experience a mathematics curriculum that systematically covers guaranteed and viable learning goals across the strands of mathematics throughout all levels of the curriculum, as documented in the school's Mathematics Essential Learning Scope and Sequence
- Experience a differentiated and challenging curriculum that develops high-level thinking and self-directedness whilst supporting all students at their assessed point of need
- Participate in learning experiences that support the application of mathematical knowledge and skills in real-life and problem solving contexts and make connections in mathematical learning with other curriculum areas and contexts
- Have regular experiences with a variety of digital and hands-on mathematical resources and capably select and use a range of mathematical tools as aids when measuring, constructing and calculating
- Confidently communicate about mathematics verbally, symbolically, in writing and using diagrams and graphs, using the language and conventions of numeracy and mathematics as appropriate across learning areas
- Appreciate the fundamental importance of mathematics to the functioning of society

## IMPLEMENTATION

The following statements provide guidance for curriculum and program development.

- Teachers will report on student progress in Mathematics using the Victorian Curriculum
- A focus on learning growth will drive the implementation of a differentiated curriculum catering for all students, whether at, below or above the expected level of progress
- Teachers will follow the whole school assessment schedule in mathematics to administer and analyse key mathematics assessments, whilst also working in teams to create common assessment tasks for individual learning units
- Timely intervention will be implemented for students progressing below the expected level
- Teachers will use the school's Mathematics Essential Learning Scope and Sequence (derived from Victorian Curriculum standards in Mathematics) to prepare assessments, plan for student learning and to identify the next point of learning in each student's progress
- Teachers will share skills, knowledge and expertise through collaborative dialogue and planning as part of participating in professional learning teams (PLTs)
- A minimum of five hours of learning in mathematics will occur over each five-day school week, with a specific purpose for each session as referenced in planning documents
- A variety of flexible student grouping strategies will be used by teachers based on the needs of students as determined by assessment data
- Teachers will incorporate recommended key teaching approaches into the classroom mathematics program, with lesson structures that include warm-ups, an explicit learning focus, independent tasks, teacher focus groups, one-to-one feedback and opportunities for students to use digital and/or hands-on resources

- Planning documents and student work will reflect a balance of learning tasks that provide students with opportunities to learn mathematical skills and processes as well make connections in their understanding of mathematical knowledge and develop mathematical fluency and reasoning as they engage in problem solving that replicates real-life scenarios
- Teachers will ensure that students have access to a range of learning materials in each mathematics session, including digital and hands-on resources, while providing explicit teaching and support to assist students as they learn with these resources
- A Mathematics Coordinator and Committee will be appointed each year to work with School Leadership to oversee the implementation of the Mathematics Policy and the implementation and evaluation of the school's Mathematics Essential Learning Statements
- A Mathematics Program Budget will be established and evaluated each year to ensure adequate resource provision across the school
- The Mathematics Coordinator and School Leadership determine the need for staff professional learning in Mathematics and will organise provision where appropriate
- The Mathematics Coordinator and Committee will promote mathematics throughout the school, utilising opportunities such as National Numeracy Week

## EVALUATION

This policy will be reviewed as part of the school's on-going review cycle. It is anticipated that the policy will be reviewed after four years of implementation, however, changes as deemed necessary by the school's leadership and/or changes in Departmental terminology may necessitate that the policy is reviewed at an earlier time.

The Mathematics Coordinator, in conjunction with School Leadership, the Mathematics Committee and Professional Learning teams will implement the following evaluation processes:

- Implement and evaluate the school's Mathematics Essential Learning Scope and Sequence
- Provide and analyse information about student learning progress in Mathematics as presented in the results of key assessment items, such as whole-cohort reports for NAPLAN Numeracy, PAT Maths and On-Demand Number
- Provide a report on Mathematics for the Annual Report and School Review
- Evaluate the spending of the Mathematics Program Budget and to plan accordingly for the following year

**THIS POLICY WAS LAST RATIFIED BY SCHOOL COUNCIL ON ..... 21<sup>ST</sup> AUGUST, 2017**