

## **MAFFRA PRIMARY SCHOOL 861 MATHEMATICS POLICY**

At Maffra Primary School we aim for the highest level of performance in Mathematics from each individual student.

### **1. PURPOSE**

Through learning mathematics students will:

- ☑☑ Acquire mathematical skills and knowledge so that they can deal confidently and competently with daily life
- ☑☑ Recognize the fundamental importance of mathematics in the real world
- ☑☑ Understand, appreciate and successfully apply the nature of mathematical thinking
- ☑☑ View mathematics at school as a positive experience

### **2. GUIDELINES**

2.1 The Mathematics Program will be based on the Australian Curriculum (Mathematics) and supported by other relevant resources.

2.2 The Mathematics Program aims to encourage children:

- (i) To gain clear understandings of each of the concepts of counting, place value, four processes, fractions, decimals, measurement, of the mathematical language and the recording of these concepts.
- (ii) To think logically and flexibly and communicate using clear and precise mathematical language.
- (iii) To gain confidence in their ability to investigate problems and seek appropriate solutions.
- (iv) To develop as early as possible, mental strategies [including number facts and tables] and accuracy in computation, necessary for mathematical confidence and understanding.

2.3 The Mathematics Program will be integrated into other areas of the curriculum wherever possible.

2.4 Learning in mathematics will be purposeful and interesting. This is best achieved by using concrete materials and direct experiences related to real life situations at all levels.

2.5 Calculators and Information and Communication Technology (especially computers and computer software) will be utilized to reinforce and develop student's understanding of mathematical concepts.

### **3. IMPLEMENTATION**

3.1 1.25 hours per day will be allocated to teaching mathematics at all levels

3.2 Planning will be based on Year level team focus utilising the "Michael Ymer" year planner.

3.3 Assessment will be ongoing and will form the basis for planning in order to meet individual needs

3.4 Resourcing needs will be carefully planned and regularly reviewed and will reflect priorities and targets for any given year.

3.5 Professional Learning in the teaching of mathematics will form an integral part of the whole school Professional Learning.

3.6 Teaching teams will work together to plan the mathematics program related to their children.

3.7 The programs will outline a sequential introduction to each of the proficiency strands of *Understanding, Fluency, Problem Solving* and *Reasoning*. These strands are an integral part of mathematics content across the three content strands: *Number and Algebra, Measurement and Geometry*, and *Statistics and Probability*. The proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed.

3.8 Programs shall reflect a balance between counting, pattern and order, place value, fractions operations and computation, problem solving and measurement.

3.9 Programs should emphasise oral discussion and the use of concrete materials at all levels.

3.10 To cater for individual differences learning groups will be flexible, allow for peer tutoring, co-operative group learning and the development of mathematical confidence.

3.12 Mathematics programmes will be supported by the Mathematics Assistance program.

3.13 Students requiring extension will be supported by teachers selecting appropriate challenging experiences.

3.14 The Mathematics Curriculum Committee will be responsible for policy review, program development, budget preparation and expenditure, storage of resources and establishing the directions for professional learning.

#### **4. RESOURCES**

4.1 To facilitate successful implementation of the Mathematics program the following resources will be made available:

- (i) Class equipment [concrete materials]
- (ii) Shared equipment [especially measurement]
- (iii) Computer software programs
- (iv) Professional Development
- (vi) Teacher references which include
  - \* Teacher reference books
  - \* Mathematics Task Centre (Rainbow Maths)
  - \* DEECD 'Curriculum @ Work' online support
- (vii) Funding as outlined in the Program Budget including the use of the CRT release to enable Numeracy Interview
- (viii) 'On Demand' online testing
- (ix) A resource list available on the Maffra PS server.

Resources will be housed in an easy to access area within each teaching pod ie Prep resources in the Prep building, 1/2resources in the 1 / 2 building, 3 / 4 resources in the 3 / 4 building and 5 /6 resources in the 5 / 6 building.

#### **5. ASSESSMENT**

5.1 Continuous monitoring and assessment of student's development is essential, and will assist teachers to:

- ☐☐gain a clear in-depth picture of what each student can do;
- ☐☐make decisions when planning for the whole class and small groups, and;
- ☐☐group students for focused teaching.

5.2 Assessment moderation between teaching teams will enable a consistent understanding of student achievement across all grades

5.3 A variety of assessment/evaluation methods will be used, for example:

- ☐☐EarlyYears - Numeracy Interview. (P-4)
- ☐☐National Assessment Program in Literacy and Numeracy (Yrs. 3 & 5)
- ☐☐Teacher observations/anecdotal records.
- ☐☐Teacher prepared tests/ Diagnostic tests.
- ☐☐Checklists.

❖ OnDemand computer assessment programme.

5.4 Student self-assessment and peer assessment will be utilized to enable students to take responsibility for and develop a greater understanding of their own learning.