Mathematics Policy

Monmia Primary School

MONMIA PRIMARY SCHOOL
- Learn and Achieve -

This policy was last presented to School Council in: September, 2022
School Council President: Amanda Deakin

Rationale

Students will develop effective mathematical thinking strategies to solve problems, applying their knowledge and skills competently and communicate logically and confidently in their everyday life.

Aim

- Develop essential mathematics skills and knowledge which allows them to pose and solve problems with increasing levels of confidence and proficiency
- Recognise connections between all areas of Mathematics and appreciate the importance of developing fluency when applying mathematical processes
- Apply the explicit language of Mathematics in appropriate contexts to assist with developing and applying their knowledge of skills and concepts
- Link Mathematics to meaningful situations and apply learnt skills and knowledge to real life contexts
- Develop their mathematical understanding through the provision and use of a wide range of resources which support their learning and foster high level reasoning skills

Implementation

- Teachers will:
- plan, teach and evaluate the Mathematics program collaboratively
- conduct 6 hours of Mathematics lessons per week, ensuring a minimum of 1 hour of Mathematics is taught daily
- implement the Mathematics program using the Gradual Release of Responsibility model, modelling explicitly to students, supporting and working with students and then allowing opportunities for independent application of skills and concepts
- develop comprehensive and sequential Mathematics programs using the Victorian Curriculum, with reference to the Continuum, focusing on Early Years Numeracy (EYN), and setting goals as outlined in the Strategic Plan and Annual Implementation Plan
- planning the curriculum, ensuring that Learning Intentions and Success Criteria directly relate to the achievement of these standards set out in the Victorian Curriculum
- refer to the Victorian numeracy portal when planning as mandated by the Department of Education : https://www.education.vic.gov.au/about/programs/learningdev/vicstem/Pages/numeracyportal.aspx
- refer to the High Impact Teaching Strategies (HITS) resources when planning units of work : https://www.education.vic.gov.au/school/teachers/teachingresources/practice/improve/Pages/hits.aspx
- incorporate the use of hands on activities, concrete materials and information technology into the Mathematics program, including the use of tools such as calculators, iPads and interactive whiteboards
- expose students to a variety of problem-solving strategies when conducting mathematical investigations, encouraging logical and deductive thinking when solving problems
- provide a supportive and stimulating numeracy environment for students, including accessible charts which support student learning

	● cater for individual student learning needs by providing meaningful and appropriate activities which build on students' current knowledge, developing Individual Education Plans for identified students, to support and extend their learning ● build upon students' existing skills and knowledge to develop a positive attitude and supportive learning environment which promotes risk taking ● provide opportunities for students to work independently and collaboratively with others when learning and applying mathematical processes, ensuring time is provided for quality reflection throughout lessons and units ● teach explicitly, using Learning Intentions and developing Success Criteria with the students which clearly outline the expectations of lessons and what needs to be learnt ● monitor individual student and group progress using formative and summative assessment data, as outlined in the Monmia Primary School Assessment Schedule ● make decisions, develop curriculum, and identify individual student needs based on detailed and accurate analysis of data ● participate in continuous professional learning opportunities through collaborative planning, staff Professional Learning forums and peer observation opportunities, reinforcing the school priorities as outlined in the Annual Implementation Plan and Strategic Plan ● utilise WIN (What I Need) time to provide an opportunity for students to engage in repeated practice of a particular skill or concept ● explicitly teach and model the use of mathematical vocabulary and scaffold this language through literacy as well as numeracy lessons ● regularly utilise the resources available in the classroom maths trolleys
Evaluation	The program leaders will review this policy as part of the school four year review cycle. ● The Numeracy Leader will collaborate with teams to monitor and evaluate the implementation and effectiveness of the Mathematics program, on an ongoing basis. ● Professional Learning Communities (PLCs) will collate and chart data, ensuring that student progress is monitored regularly, and data walls are amended to reflect student progress following the triangulation of data. ● This policy will be reviewed as part of the school's cyclic review.
Policy Last Reviewed	June, 2022
Consultation	June, 2022
Approved By	Principal
Next Scheduled Review Date	2026