

KINGSLEY PARK PRIMARY

MATHEMATICS POLICY



1. RATIONALE:

It is our belief that all children can become numerate and apply mathematical skills to find solutions to problems in their everyday lives.

2. AIMS:

Involvement in the Mathematics program will enable students to acquire mathematical knowledge, thinking strategies and confidence to;

- Investigate mathematical concepts and solve real life problems through inquiry.
- Develop skills and problem solving strategies to use in the real world.
- Use logical, flexible and creative solutions to real life situations.

3. IMPLEMENTATION:

- The whole school Mathematics program will be reviewed, guided and supported by the Co-ordinator, and leadership and executive teams.
- The Mathematics program will be based on the learning outcomes of all strands of the AusVELS curriculum.
- The Mathematics Block will consist of a balance between whole class, grouped, paired and individual work, and will include the use of hands on materials so concepts are less abstract.
- Mathematics teaching and learning will be aligned with the **Early and Middle Years** approaches consisting of **modelled, guided** and **shared** maths.
- A range of published Mathematics texts will be used as teacher reference material matched with current research about quality teaching and learning.
- ICT software and websites will be used to enhance the quality and engagement of Mathematics sessions as part of a broader program.
- The classroom program will consist of 5 hours of Mathematics each week in line with Department guidelines.
- Support will be provided by resourcing and professional development by the Mathematics Co-ordinator consistent with the schools Strategic Plan and Annual Implementation Plan.
- Thinking tools will be used in the Numeracy Block to promote the ability to think and solve problems.
- Common assessments will be used to advise teachers of their students' needs and give teacher direction for Mathematics learning.
- Staff will create a shared beliefs document about effective teaching and learning so a common approach is collective across the school.
- A range of questioning will be used by teachers to deepen students' knowledge of the Mathematics ideas.
- Explicit student needs will be catered for through differentiated work during the 5 hours a week as well as the **Whole School Enrichment** time.
- **PLC** processes will guide the implementation of the mathematics curriculum.

4. EVALUATION:

- Assessment will consist of **summative assessment** at the beginning, middle and end of the year. **Formative assessment** will be ongoing and will involve pre and post-tests.
- Department guidelines for assessment will be followed for consistency and accuracy of data using the Maths Online Interview and On Demand Testing.
- It is the responsibility of the teacher to collect data and make it available for PLC collaboration with module, **CART** Team, Leadership Team and reviews.
- This policy will be reviewed regularly as part of the school's three – year review cycle.

GLOSSARY

Early and Middle Years approach: Research based structure of how students learn best.

Modelled: The teacher provides students with a clear model of a skill or concept.

Guided: Instruction performed in small and purposeful groups.

Shared: Jointly constructing meaning of a skill or concept.

Whole School Enrichment: 30 minutes each day where the whole school explicitly support individual needs with the support of all teaching staff.

PLC: Professional Learning Community. An extended learning opportunity to foster collaborative learning among colleagues.

Summative Assessment: Evaluates student learning at the end of a unit of work.

Formative Assessment: Monitors students learning so both students and teachers can make required alterations to enhance learning.

CART: Curriculum and Response Team.

This policy will be reviewed as part of the school's three-year review cycle.

This policy was approved by council on : 2014

This policy will be reviewed on : 2017