

# Flemington Primary School

## *Maths Policy*

**Ratified by School Council 2006**

### **Overview**

Mathematics is a Domain within the Discipline Based Learning Strand. Mathematics should be spontaneous, natural and meaningful to the child. It is introduced through real life experiences and tasks are open-ended where possible. Mathematical reasoning and thinking underpins all aspects of school mathematics, including problem posing, problem solving, investigation and modelling. It enables the student to recognise and select appropriate mathematical processes and strategies, and apply them to different situations.

### **Principles**

- The focus of Mathematics should involve problem solving where individuals and student group's methods and strategies are shared, and positive feedback is given.
- A variety of pedagogical approaches should be used to cater for all children's learning styles.
- A variety of assessment strategies should be implemented.
- Integration of both mathematical topics and other domains provides more links for concept development.
- Children should be provided with opportunities for estimation, approximation and checking the reasonableness of results.
- Mathematics learning is a shared responsibility between school and home.
- The school will provide information/guidelines to parents to assist in the development of student's mathematical skills.

### **Aims**

Through the teaching of mathematics at Flemington Primary School, it is expected that students will, to the best of their ability:

- Increase their understanding of number concepts, strategies and skills
- Develop an understanding of the relationship of number with all areas of mathematics.
- Gain clear understanding of the dimensions in number, space, measurement, chance and data, structure and working mathematically.

- Develop accuracy in the computational skills that the child needs with such speed as is consistent with their general ability.
- Develop a natural curiosity about the world around them, to feel encouragement in planning possible solutions to problems, and to gain satisfaction from their planning.
- Develop problem-solving strategies and the ability to read, interpret and construct tables and graphs.
- Understand, appreciate and interact with modern technology in solving mathematical problems.
- Develop skills in estimation and an awareness of the reasonableness of the results of mathematical evaluations.
- Develop specialist knowledge in mathematics that provides for further study in the discipline.
- See mathematical connections and be able to apply mathematical concepts, skills and processes in posing and solving mathematical problems
- Be confident in their personal knowledge of mathematics, to feel able both to apply and acquire new knowledge and skills when needed
- Develop understanding of the role of mathematics in life, society and work; the role of mathematics in history; and mathematics as a discipline – its big ideas, history, aesthetics and philosophy.

***The following statements provide guidance for our curriculum planning and program development***

- Teachers will team plan in mathematics, documenting their planning, using the Victorian Essential Learning Standards guidelines.
- A Mathematics Coordinator and Committee will be appointed each year to oversee the implementation and assessment of the Mathematics Policy and Program.
- The Mathematics Committee coordinates the resourcing of the delivery of Mathematics areas across the school.
- Teachers will assess, plan and teach using procedures and strategies from the Early Years and/or Middle Years Numeracy Program.
- Teachers will use “Growth Points”, as stated by the Early Numeracy Research Project (ENRP) to drive their planning and implementation of learning experiences for students in P- 6.
- Teachers will use developmentally appropriate materials/resources/texts throughout P-6.
- Teachers will provide activities built on a framework of mathematical language, which reinforces the concepts being taught P-6
- Teachers will develop and conduct Rich Assessment Tasks P-6 based on the progression points and standards within the mathematics domain of the Victorian Essential Learning Standards documents.

- Teachers will have access to ongoing professional development activities related to Mathematics.
- Information sessions and class involvement (Family Maths nights etc) will be provided for parents in the teaching of Mathematics skills.
- Maths activity days will reinforce mathematical concepts being taught Prep to six.
- Mathematics teaching will be evaluated by conducting an annual audit and by ongoing program review processes.
- ILIP's (Individual Learning Improvement Plan) will be written for those students deemed 'at risk' at either end of the scale.
- Teachers will assess and identify students in need of assistance and extension against VELS Mathematics progression points using tools such as the *Early Years Numeracy Interview*, *Achievement Improvement Monitor (AIM)*, *Australian Council for Educational Research Progressive Assessment Tests (ACER PAT)* & *teachers' prior knowledge*.
- The school will provide opportunities for students to participate in extension activities within and outside the classroom.