

Mathematics Policy

Monmia Primary School



MONMIA PRIMARY SCHOOL

- Learn and Achieve -

This policy was last ratified by School Council in 2012

School Council President: Chantelle Polacsek

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	The aim of this policy is to: <ul style="list-style-type: none">• 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	The program leaders will: <ul style="list-style-type: none">• plan, teach and evaluate the Mathematics Program collaboratively• conduct 7 hours of Mathematics lessons in a 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 Australian Curriculum, with reference to the Continuum, focusing on Early Years Numeracy (EYN), Middle Years (MY) initiatives and goals as outlined in the Strategic Plan and Annual Implementation Plan• develop and refine Power Standards which outline expected levels of achievement, referring to these will be referred to when planning curriculum, ensuring that Learning Intentions and Success Criteria directly relate to the achievement of these standards• incorporate the use of hands on activities, concrete materials and information technology into the Mathematics Program, including the use of tools such as calculators, computers 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 Learning

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 during all lessons
- 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

Evaluation

- School Based Numeracy Coach will attend PLC planning meetings providing support, monitoring and evaluating the effectiveness of the Mathematics program on an ongoing basis.
- The Data Key Improvement Team, in collaboration with the whole staff, will review the effectiveness of the program and make recommendations for necessary changes.
- Analysis of collected student performance data including Mathematics Online Interview, Scaffolding Numeracy in the Middle Years, On Demand, Progressive Assessment Tests and reporting against progression points.
- Use of Common Assessment Tasks from P-6 and regular moderation of student work within and across PLCs.
- Reflections from school leadership, classroom teachers, students and parents.
- The Mathematics Policy and Program will take part in a major review every three years in keeping with the cyclic review program of all policies and programs within the school.

This policy will be reviewed as part of the School Council cyclic review or earlier if required.

Review

2016