

KEW EAST PRIMARY SCHOOL

MATHEMATICS POLICY

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PURPOSE

- To ensure students are equipped with a high level of mathematical knowledge, skills and behaviours that enable them to become inquiring, independent and life-long mathematicians who can confidently and competently problem solve and effectively participate in the ever changing world.

POLICY GUIDELINES

- The Victorian Curriculum provides an outline of what is important for all Victorian students to learn and develop in mathematics. The Victorian Curriculum provides a clear set of common state wide standards in mathematics, which Kew East Primary School (KEPS) uses to guide the planning of its mathematics program, assess student progress and report to parents.
- 'Mathematics provides students with access to important mathematical ideas, knowledge and skills that they will draw on in their personal and work lives. The curriculum also provides students, as life-long learners, with the basis on which further study and research in mathematics and applications in many other fields are built.' (Victorian Curriculum)
- The Victorian Curriculum is organised into three strands; Number and Algebra, Measurement and Geometry and Statistics and Probability.
- Teaching and learning in mathematics at KEPS develops the mathematics proficiencies of Understanding, Fluency, Problem Solving and Reasoning and these are applied across all strands of mathematics.
- KEPS strives to provide an engaging, meaningful and balanced mathematics program that develops students' ability to work like a mathematician to understand concepts and use strategies to problem solve efficiently.
- KEPS uses a differentiated mathematics program to cater for students' needs and uses a large variety of teaching and learning strategies and resources. The purpose being to engage and motivate students to work mathematically, whilst developing the skills and strategies necessary to be a successful mathematician.
- The mathematics program strives to present students with rich learning tasks that are challenging, meaningful and can be linked to real life experiences.

PROGRAM IMPLEMENTATION

- The mathematics program at KEPS is guided by the Victorian Curriculum when planning and assessing mathematics.
- At least 250 minutes of mathematics lessons per week is required, teachers run 4 x 50 minute Number sessions and 2 x Measurement and Geometry or Statistics and Probability weekly.
- The mathematics program is differentiated to meet the targeted learning needs of individual students.
- Teachers regularly engage in professional learning, utilising both internal and external expertise to ensure teacher knowledge continually has growth.
- Utilise a variety of mathematics resources and texts that align with current focus of the school and best practice, ensuring all selected and planned tasks are targeted to students Zone of Proximal Development, for students to experience challenge, growth and success with their learning.
- Develop students mathematical language and strategies and ability for students to articulate efficient strategies being used and learning experiences are meaningful, by linking to real life experiences.
- The learning intention and success criteria is made clear during learning and referred to throughout the lesson, for example, at the beginning and during reflection.
- Typically, mathematics lessons are structured using the whole-part-whole approach. Mathematics lessons usually include a mental mathematics component to tune in to mathematics, a clear whole class foci, a focused teaching group and differentiated learning tasks with fluid groupings.
- Assessment is an integral part of the mathematics program, both formative and summative assessment is used to inform teaching and learning. Assessment is ongoing and a wide range of assessment tools are used including pre and post tests, On Demand, Mathematics Online Interview (MOI). Common Assessment Tasks are implemented in teams to allow for analysis and team moderation to ensure accurate teacher judgement and identification of students' point of need.

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- Data is used for tracking student progress through SPA and NAPLAN data is analysed to inform trends and future foci.
- Mathematics learning is interconnected with other curriculum areas, such as, digitally with coding and through STEM (Science, Technology, Engineering, Mathematics) learning tasks and is integrated in a meaningful manner.
- Individual Learning Plans (ILPs) are written and implemented for at risk and high achieving mathematics students.
- A mathematics extension program is part of the KEPS curriculum for students in the middle and upper primary levels.
- Learning goals are implemented, targeting a mathematics foci each year across the whole school.

EVALUATION

- The mathematics policy will be reviewed by the AIP Mathematics Team on a cyclical basis according to the School Council Policy Review Schedule, or as required.

Policy Area:
Teaching & Learning

Ratified School Council:
November 2016

Next Review:
2020