



Mathematics Policy

Rationale:

At St Peter's we believe that Mathematics incorporates understandings, skills and strategies applicable to real life situations, and is a tool to help children approach and solve problems. Children learn best when they are exposed to explicit learning, where tasks are relevant, purposeful and engaging. By providing a variety of tasks involving problem solving, experimentation and risk taking, students are encouraged to make connections, explore and reflect on their learning. A sequential and developmental approach is used, meeting the needs of students in a supportive, yet challenging environment.

Aims:

At St. Peter's the Mathematics Curriculum aims to develop in students:

- An awareness of the fundamental importance of Mathematics in society and daily life.
- A developmental knowledge of the skills and concepts outlined in the Victorian Curriculum across the strands of *Number and Algebra*, *Statistics and Probability* and *Measurement and Geometry* and the proficiencies of *Understanding*, *Fluency*, *Problem Solving and Reasoning*.
- An ability to describe their thinking mathematically, justify the strategies used and prove that their solutions are reasonable.
- An ability to transfer and apply mathematical knowledge and skills to other disciplines and contexts.
- The skills and knowledge to appropriately select, use and adapt the tools and technologies to effectively support the learning of mathematical thinking.
- A positive mindset of self-confidence and self-motivation towards their Mathematical learning.
- A high level of competency and enthusiasm across all areas of Mathematics.
- An appreciation of how Mathematics can enrich their lives.

Implementation:

At St Peter's we believe a student's development in Mathematics is best facilitated by experiences when:

- The content of the Mathematics Curriculum is based on the Victorian Curriculum, and includes learning in all three strands and incorporates all four proficiencies.
- Teachers participate in Professional Development through Professional Learning Teams, collegial practice, mentoring and external sources.
- Teachers plan in a collegiate manner to share knowledge and resources to best meet the needs of all students, and planning is facilitated by the Maths Leader where possible,
- Curriculum Leaders are knowledgeable, visible, interactive, supportive and resourceful.
- The Mathematics Leader will work with P - 6 to oversee the whole school approach.
- The Mathematics Leader will meet regularly with the Leadership team and teachers to build in continuous improvement processes and assists as needed in classrooms and with graduate teachers in the implementation of their Maths programs.

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- Mathematics is taught in each classroom for a minimum of 5 hours per week.
- Challenging but achievable targets are set for all students. Differentiated teaching is used to ensure all students are working at a level that meets their needs and challenges them to the best of their ability.
- Units of work are developed and evaluated where teaching is structured, explicit and differentiated to the learning needs of students.
- A wide range of Assessment Tools are used to gather information as per the schools Maths Assessment Schedule. Data is used to drive teaching. Student progress is monitored so that each student works within his or her zone of proximal development.
- Students are confident in articulating their strategies.
- Students at risk are considered for intervention.
- Students achieving above standard have the opportunity to participate in enrichment opportunities, which may include participation in external programs such as Maths Olympiad.
- Learning Intentions are made explicit to students, and success criteria is provided where appropriate.
- The use of mathematical language is modelled, taught and used by students.
- Teachers pass relevant information to the next teacher, and student data is presented for the next teacher.
- Parents are engaged in the Maths program in a variety of ways such as newsletters

Assessment & Reporting

At St. Peter's, student learning in Mathematics is informed by regular formative and summative assessment using a variety assessment tools. These assessments take place at different times throughout the year when needed to assess the learning of students or to identify future needs. The Mathematics Assessment Schedule for each level ensures consistency of assessment throughout the school. Results of assessments are regularly collated on the Google drive. Where significant modifications to the curriculum are necessary for a student, Personal Learning Plans are implemented.

To ensure consistency with reporting, formal moderation of Mathematics occurs at each level and across the school twice per year. Each students' learning in Mathematics is reported against the Victorian Curriculum achievement standards twice a year.

Evaluation

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

Stage	Date	Ratified
Developed	August 2020	August 2020
Review 1		
Review 2		
Review 3		