

Maths Policy

February 2021

Rationale

Mathematics provides students with access to important mathematical ideas, knowledge and skills that they will draw on in their personal and work lives. The Victorian Mathematics Curriculum, which guides our school mathematics program, focuses on the strands: Number & Algebra, Measurement & Geometry and Statistics & Probability. Using the Victorian Mathematics Curriculum as the basis of our mathematics program provides students, as life-long learners, with the mathematical skills and knowledge for further study and being contributing and active members of our community in the future.

1. Aim

By taking part in mathematical learning students will:

- develop useful mathematical and numeracy skills for everyday life, work and as active and critical citizens in a technological world
- see connections and apply mathematical concepts, skills and processes to pose and solve problems in mathematics and in other disciplines and contexts
- gain specific knowledge and skills in mathematics that provide for further study in the discipline
- Appreciate the history, ideas, problems and applications of mathematics
- Be able to interpret and communicate ideas accurately using clear and precise mathematical language

2. Implementation

The Mathematics Program will provide students with:

- Six mathematics lessons per week
- Explicit fluency practice every lesson
- Clear Learning Intentions (WALT) and Success Criteria (WILF)
- Explicit teaching of skills and strategies as determined by formative assessment and/or cohort needs. I Do/We Do/You Do
- Exposure to agreed consistent vocabulary
- Teacher facilitation and support with the learning process
- The chance to independently or in small groups practise or apply the focus of the lesson and/or their specific learning goals
- Learning tasks and goals that are differentiated and/or open ended to cater to individualised learning needs
- A variety of resources within the classroom to support learning
- The chance to apply their knowledge and skills to problem solving
- Teachers communicating high expectations and using purposeful feedback
- Opportunity to self-assess against the Success Criteria and identify goals for future learning.
- Opportunity to provide feedback, each lesson, on how the lesson is taught through reflection questions: 'What have done to make this an effective lesson?' and 'What could I have done differently to make it easier for you?'
- Recognise and celebrate student learning
- Discuss misconceptions observed during the session

3. Evaluation

- This policy will be reviewed every four years according to the policy review structure implemented by the Education Committee.

4. Resources

- Victorian Curriculum
<https://www.vcaa.vic.edu.au/curriculum/foundation-10/Pages/default.aspx?Redirect=2>