Our Lady of the Way Catholic Primary School

Mathematics Policy

RATIONALE:

At Our Lady of the Way Primary School developing mathematical competency in our students is of vital importance. Mathematics pervades all aspects of our lives as citizens, in our homes and in the workplace. Learning Mathematics involves building upon previous mathematical skills and understandings, making connections between mathematical ideas and generalising. Mathematical learning experiences provide an opportunity for students to develop their skills and understandings in choosing and using Mathematics in everyday problem solving situations. Learning Mathematics is a positive experience in which students develop confidence and a sense of achievement from what they learn.

GUIDELINES:

Students will work

- To acquire mathematical skills and knowledge so they can deal confidently and competently with daily life.
- To develop knowledge and skills in using Mathematics for employment, further study and interest.
- To be able to interpret and communicate quantitative and logical ideas accurately.
- To recognise the fundamental importance of Mathematics to the functioning of society.
- To understand and appreciate the nature of mathematical thinking.
- To understand the dynamic role of Mathematics in social and technological change.
- To use technology appropriately and effectively to support the learning of Mathematics.

IMPLEMENTATION:

1. The National Curriculum (Victorian Curriculum) will be used to facilitate the planning and evaluation of a sequential Foundation to Level 6 Mathematics program.

2. The Victorian Early and Middle Years Numeracy model will be the recommended teaching and learning methodology. The model

- Provides a structured classroom model, including a range of teaching approaches.
- Describes stages of mathematical growth in students' learning.
- Outlines a process for the continuous monitoring and assessment of students' progress.
- Outlines strategies for providing additional assistance to those students in need.
- Provides opportunities for ongoing teacher professional development.

3. All students will participate in a daily one hour Numeracy block, within the inherent restrictions of timetabling. During the Numeracy block, students will engage in learning experiences to develop skills and knowledge in the dimensions of Number and Algebra, Measurement and Geometry and Statistics and Probability. Students will be grouped across levels according to their needs.

4. Student progress will be monitored as an ongoing process throughout daily Numeracy blocks and at regular school-wide intervals throughout the year using assessment tools related to the Victorian Curriculum Standards. Self and peer assessment that involves students recognising,

articulating and sharing their understandings will be included. Specific Victorian Curriculum Standard level assessments for each Area Level will also be administered at designated times. NAPLAN results for Years 3 & 5 students will be analyzed each year and used to inform the provision of support and extension programs.
The results of University of NSW Mathematics tests for individual Level 3 to 6 students will provide opportunities for external assessment of progress.

6. Students from Foundation to Level 6 requiring additional assistance or extension in Mathematics will be identified, supported and monitored from the beginning of each year.

7. Mathematics will be presented in a variety of learning contexts including real-life experiences, games, literature-based and open-ended tasks including investigative problem solving aspects, where appropriate.

8. Learning Technologies will be used to support the development of students' mathematical understandings. The Mathletics program and others will be available for students home as well as classroom use.

9. Student progress will be reported to parents formally twice a year through ongoing assessment procedures.

10. Students are provided with opportunities outside of everyday school activities to further develop their mathematical understandings through involvement in programs such as Mathematics Talent Quest and Tournament of Minds and Re-solve programs, etc.

11. The Mathematics Policy will be reviewed as part of the school's four-yearly review cycle.