



Hughesdale Primary School

Mathematics Policy

Ratified at school Council; 23rd May 2018

Due for Review; March 2020

Authority (Principal);

Authority (School Council President);

1. PURPOSE

- The purpose of the mathematics program is to provide learning experiences that will allow all students to meet the expectations of the Victorian Curriculum. Students should develop a sound understanding of appropriate concepts and be able to apply these skills in real life situations.
- The Mathematics program will aim to foster a positive attitude towards Mathematics with opportunities for each student to experience success.

2. GUIDELINES

- The Mathematics Program will follow Victorian Curriculum and the Hughesdale Instructional Model.
- The Hughesdale Primary School (HPS) yearly and termly overview planners for each level should be used to plan all work from F–6.
- The program will cover all Achievement Standards for Mathematics and will progress at a rate appropriate to student needs.
- Relevant Professional Learning (PL) should be provided to take place where needed including collegiate sharing.

3. PLAN FOR IMPLEMENTATION

- A range of resources should be used in the planning and implementation of the program including *Teaching Primary Mathematics* by George Booker.
- It is essential that term planners are used in planning meetings to ensure all standards are covered and that weekly planners include standards above and below the level.
- Teams are to use learning intention sequences for all Mathematics units.
- Daily planners will include a clear learning intention.
- There will be a one hour mathematics block daily. Some one hour blocks should be timetabled in the morning.
- Materials are stored in the Maths cupboards upstairs outside Rooms 15 and 16 (levels 3 -6), outside room 20 (levels 1 and 2) and in the breezeway (Foundation). Staff are encouraged to return materials to the appropriate cupboards.
- Each level will have an equipment tub that will stay in the classroom. This tub will house equipment that is used often. Boxes to be audited at the end of the year. It will be the responsibility of class teachers in Term 4 to collect, check and plan to restock tubs.
- Budget planning will allow for the purchase of new materials and the replacement of existing materials and professional learning.
- Teacher reference materials to be maintained and added to. Any new teacher references should be catalogued and returned to the library at end of year.
- Teacher development may be available in the form of teacher reference material and Professional development courses (including Professional Learning Team PLT sharing session in staff meetings).
- Staff and level meetings can include opportunities for staff members to share activities and/or equipment that would assist in the teaching of Mathematics.
- A computer based maths program called Mathletics will be used in the classroom program regularly F-6.
- It is the professional responsibility of teachers to ensure that teaching and learning programs cater for all student ability levels. To support this, weekly and termly planners will include learning intentions at, above and below the level of the grade.
- All students in Level 3 and new students in Levels 4 - 6 will purchase a calculator through the school at the beginning of the year. This calculator will stay with the student as they progress from Levels 4-6.

4. ASSESSMENT

- **Effectiveness of the program can be measured by the students' performance in the following areas:**
- The Early Years Numeracy Interview will be conducted from Foundation to Level 1 on a regular basis across the course of the year. The interview will also be given to children in Level 3- 6 on a needs basis.

- Essential Assessments (Mathematics) will be used as a formative assessment from F – 6 according to the needs of the individual student.
- Ongoing assessment will take place in F– 6 as per assessment schedules. This assessment will be linked to the Victorian Curriculum. Teachers are encouraged to use a range of resources to assess student ability (i.e. Mathematics assessments, Prove it's, Essential Assessment, teacher designed per and post assessment etc).
- The NAPLAN numeracy assessments will be conducted each year (Levels 3 & 5).
- Information from the continuous monitoring of students' achievements needs to be collected, recorded and analysed regularly by individual teachers and during level planning. Early Years Numeracy data and Essential Assessment data will be tracked to monitor the progress of individual students.
- Assessment records are to be maintained throughout the year for use in June and December reports.
- Assessment will be used as a means to create Data Walls enabling Level teams to identify individual students

Related Policies:

Assessment and Reporting Policy