



Dingley Primary School Mathematics Policy

Written by	Learning Specialist - Mathematics
Date Approved by School Council	June 2019
Date of Review	June 2022

1. Rationale

- 1.1 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 focuses on developing increasingly sophisticated and refined mathematical understanding, fluency, reasoning, modelling and problem-solving. These capabilities enable students to respond to familiar and unfamiliar situations by employing mathematics to make informed decisions and solve problems efficiently.

2. Aims

- 2.1 The mathematics curriculum aims to ensure that all students:
 - 2.1.1 recognise the importance of mathematics in everyday life.
 - 2.1.2 develop useful mathematical and numeracy skills for everyday life, work and as active and critical citizens in a technological world.
 - 2.1.3 develop understanding of concepts, pose and solve problems and reason within the areas of *Number & Algebra*, *Measurement & Geometry* and *Statistics & Probability*.
 - 2.1.4 see connections and apply mathematical concepts, skills and processes to pose and solve problems in mathematics and in other disciplines and contexts.

3. Implementation

- 3.1. Teachers will use the Dingley Primary School developmental continuum checklists to inform the teaching and learning within their mathematics classroom.
- 3.2. Teachers will use a variety of resources to develop their own professional understanding of mathematical concepts and sequences.
- 3.3. A common planner will be used by all teaching staff, outlining the agreed upon instructional model for mathematics lessons – warm up, practising/exploring, explicit teaching, reflecting.
- 3.4. Students will be taught within their Zone of Proximal Development (ZPD), ensure tasks are engaging, challenging and achievable.
- 3.5. Students are assessed at regular intervals, as per the Dingley Primary School Assessment Schedule. Student achievement levels are recorded and stored electronically. This data helps the school to track all students individually so that appropriate learning strategies can be put in place.
- 3.6. Teachers will use a variety of teaching tools (e.g. hands on materials, computers, iPads etc.) to support the variety of learning styles within each learning space.
- 3.7. Clear Learning Goals and Success Criteria are to be used and referred to when teaching any component of Mathematics.
- 3.8. Students in Foundation to Year 6 will participate in a Mathematics program for a minimum of 5 hours per week (6 x 50 minute sessions). Variance may occur due to changes in regular timetables, such as camps or excursions.
- 3.7. Student progress will be demonstrated through portfolios and will be reported against at the end of each semester (June and December) on all areas of Mathematics (Number and Algebra, Measurement and Geometry, Statistics and Probability) in accordance with the Victorian Curriculum P-6.
- 3.8. A staff member will be allocated the responsibility of coordinating and resourcing the Mathematics program across the school.
- 3.9. Additional opportunities to extend and encourage students to be involved in mathematics will be incorporated into the school where possible.

4. Resources

- 4.1 Victorian Curriculum - <http://victoriancurriculum.vcaa.vic.edu.au/>
- 4.2 Dingley Primary School developmental continuum checklists
- 4.3 Essential Assessment formal assessment tools - <https://www.essentialassessment.com.au/>
- 4.4 Making the PYP Happen
- 4.5 George Booker text - 'Teaching Primary Mathematics'
- 4.6 Jo Boaler text – 'Mathematical Mindsets'

5. Evaluation

- 5.1. This policy will be reviewed as part of the school's three-year review cycle