



Yarraville West Primary School Maths Policy

RATIONALE:

Learning Mathematics creates opportunities for and enriches the lives of all Australians. It develops the numeracy capabilities that all students need in their personal, work and civic life, and provides the fundamentals on which mathematical specialties and professional applications of mathematics are built.

Our curriculum aims to instill in students an appreciation of the elegance and power of mathematical reasoning. It focuses on developing increasingly sophisticated and refined mathematical understanding, fluency, logical reasoning, analytical thought and problem-solving skills, with and without the use of digital technologies. These capabilities enable students to respond to familiar and unfamiliar situations by employing mathematical strategies to make informed decisions and solve problems efficiently.

The Mathematics curriculum at Yarraville West PS ensures that the links between the various components of mathematics, as well as the relationship between mathematics and other disciplines, are made clear. Mathematics is composed of multiple but interrelated and interdependent concepts and systems which students apply beyond the mathematics classroom.

At Yarraville West PS we aim to ensure all students benefit from access to the power of mathematical reasoning and learn to apply their mathematical understanding creatively and efficiently. Through our Mathematics curriculum, teachers help students to become self-motivated, confident learners through inquiry and active participation in challenging and engaging experiences (AusVELS 2013)

GOALS:

The Mathematics curriculum at Yarraville West PS aims to ensure that students:

- are confident, creative users and communicators of mathematics, able to investigate, represent and interpret situations in their personal and work lives and as active citizens
 - develop an increasingly sophisticated understanding of mathematical concepts and fluency with processes, and are able to pose and solve problems and reason in *Number and Algebra, Measurement and Geometry, and Statistics and Probability*
 - recognise connections between the areas of mathematics and other disciplines and appreciate mathematics as an accessible and enjoyable discipline to study.
- (AusVELS 2013)

IMPLEMENTATION:

Mathematics is organised around the interaction of three content strands and four proficiency strands.

The content strands are *Number and Algebra, Measurement and Geometry, and Statistics and Probability*. They describe what is to be taught and learnt.

The proficiency strands are *Understanding, Fluency, Problem Solving, and Reasoning*. They describe how content is explored or developed, that is, the thinking and doing of mathematics. They provide the language to build in the developmental aspects of the learning of mathematics and have been incorporated into the content descriptions of the three content strands described above.

Our teaching model reflects best practice and is based upon research and the advice of expert consultants.

- Provide a minimum of 5 hours numeracy per week
- Provide support to all students by differentiating the curriculum to meet their learning needs including intervention and extension programs where possible
- Work in teams to create a term and weekly planner for the numeracy learning in their classroom reflecting the scope and sequence documents developed in the school
- Monitor students using formal and informal assessments according to the current Assessment Schedule.
- Teachers will collect and use data to inform their teaching.
- Follow the teaching model adopted by our school

EVALUATION

The Maths Policy will be reviewed in 3 years using whole school data to inform the success of the policy.

APPENDICES:

Teaching Model based on Rob Vingerhoets / Western Metropolitan Blueprint

Unit planner model

Samples of Unit planners

Scope & Sequence

Sample Assessment Sheets

Ratified by School Council, 29/4/2015
Review date: 2018