	Policy Name:	Maths Policy	Date of approval:	28/5/2018
	Responsible:	Curriculum Leaders	Review date:	05/2022



## MATHS POLICY

**‘We approach maths knowing we may not find the answer straight away, but thinking about it is fun!’**


### Victorian Curriculum Mathematics 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 curriculum also provides students, as life-long learners, with the basis on which further study and research in mathematics and applications in many other fields are built. Number, measurement and geometry, statistics and probability are common aspects of most people’s mathematical experience in everyday personal, study and work situations. Equally important are the essential roles that algebra, functions and relations, logic, mathematical structure and working mathematically play in people’s understanding of the natural and human worlds, and the interaction between them. The 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.

### Aims

The Mathematics curriculum aims to ensure that students:

1. develop useful mathematical and numeracy skills for everyday life, work and as active and critical citizens in a technological world
2. see connections and apply mathematical concepts, skills and processes to pose and solve problems in mathematics and in other disciplines and contexts
3. acquire specialist knowledge and skills in mathematics that provide further study in the discipline
4. appreciate mathematics as a discipline – its history, ideas, problems and applications, aesthetics and philosophy

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## At Rosebud Primary School we think Great Mathematics Learners are students who...

Have **GROWTH** Mindsets

- o Mistakes help us learn!
- o We are flexible and open to trying new things
- o We take risks
- o We know there is more than one way to solve a problem

Are **CREATIVE** and **IMAGINATIVE**

- o We explore Maths!
- o We investigate and use trial and error
- o We problem solve
- o We can show our learning in more than one way

Are **REFLECTIVE**


- o We think about our learning and how we approach a task
- o We set goals
- o We are proactive

Can **LINK** ideas and make **CONNECTIONS**, then **APPLY** their knowledge

- o We think about our own experiences and apply this to our learning
- o We make connections across the Mathematics curriculum
- o We use the Learning Intentions and Success Criteria to gauge our own learning
- o We discuss learning with others
- o We can apply what we have learnt in new situations

Can **ASK QUESTIONS**

- o We are confident to ask if we don't understand
- o We collaborate and share ideas with our teachers and peers
- o We are interested in what we are learning and want to find out more

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## Structure at Rosebud Primary School

At Rosebud Primary School, all Foundation to Grade 6 students have 4 x 100 minute numeracy blocks per week, including a 100 minute problem solving session. Across all of our cohorts, numeracy is time-tabled at the same time to allow for fluid groupings.

Year level teams plan collaboratively (200 minute timetabled shared APT each week)

A Maths Specialist has been employed to work throughout the school assisting in these year levels where required, working with students who require intervention or extension in Mathematics in Grade 1-5.

Our Maths Specialist at Rosebud:

- o Attends two planning days with staff from each year level to discuss student growth and learning, as well as assist in the development of termly planners, weekly planners and day to day lessons
- o Has ongoing conversations with all staff regarding student growth and ways to assist every learner
- o Provides PD to staff and ensures they have the resources required to support the teaching and learning of their students
- o Ensures a consistent approach in the way we teach maths from F – 6
- o Works with staff to understand and use their assessment effectively to enhance student learning


A consistent approach to Mathematics is important from F – 6. We have a strong focus on ensuring all lessons are structured to cater for the individual needs of all students. This includes our initiative to ensure we provide flexible learning spaces to promote learning for all students across the school.

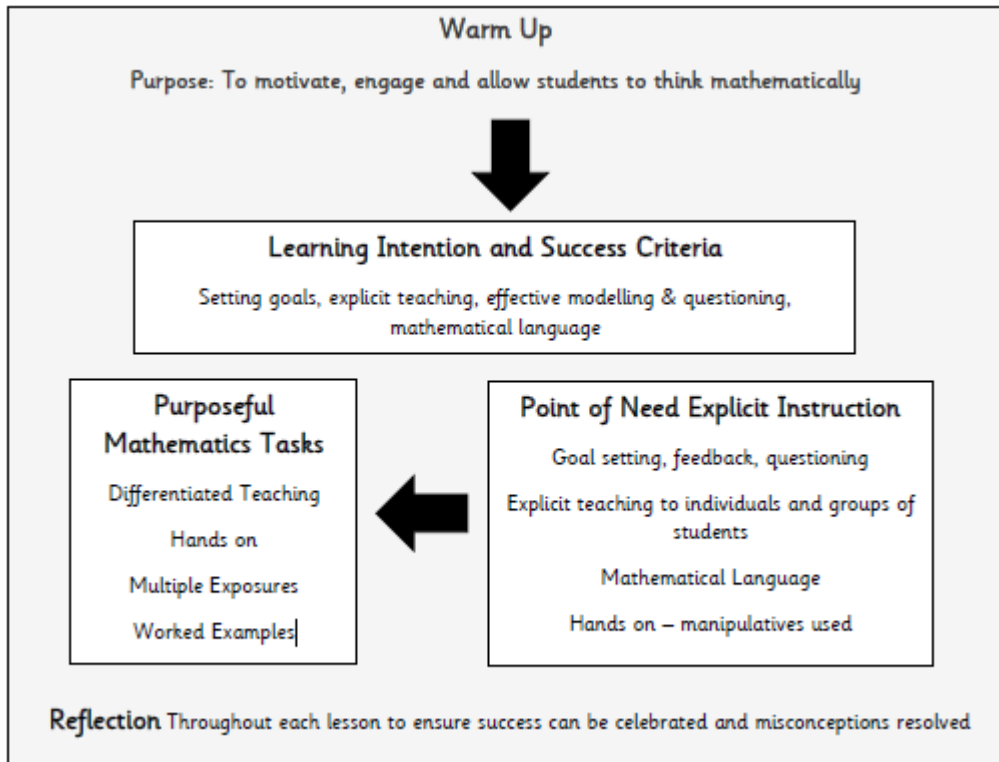
We expect teachers to include the appropriate Victorian Curriculum links, language, Learning Intentions and Success Criteria, warm up games, a teacher focus group, independent groups and reflection in their lesson planning (evident in weekly planners). We strive to ensure a mixture of games, ICT (Matific), explicit teaching, individual tasks and reflection are all included in our planning, with a strong focus on using manipulatives. We believe students learn best through the hands on approach and when they actually understand the how and why of a certain skill.

We believe assessment should only be used if it is meaningful and provides teachers and students with information to improve their learning. The whole school assessment we use are PAT Maths (F-6), ODT (3-6) and our own Rosebud Primary maths assessment (F-6) as well as teacher observations. We use Markbook and the Data Analysis features of Sentral to track and analyse our data.

We have a Mathematics Professional Learning Team with membership from all of the cohort learning teams, headed by our Maths Specialist. This team focusses on whole school maths initiatives as well as provides an avenue to discuss learning challenges and successes across the school. This network of people are our 'maths experts' who support their year level teams and are the first point of call regarding the maths curriculum.

We continue to build our knowledge of mathematics and ensure we are up to date with all the current initiatives through internal and external professional development. We align and set targets based on our Annual Implementation Plan and continue to support each-other to ensure we are an exemplary mathematics school.

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**In any order – our lessons will include:**

Lesson Intention/Success Criteria: Discussed and shared with the class (linked to the curriculum)

Warm Up: Number related warm up activity to engage

Demonstrating: Showing, describing and modelling mathematics using appropriate resources and visual displays

Explaining & Illustrating: Accurate, well-paced explanations pitched at the correct level of individual student needs based on differentiated, triangular assessments

Questioning & Discussing: Allowing students to discuss and share their responses and responding constructively in order to take forward their learning, using open and closed questions

Consolidating & Evaluating: Maximising opportunities to reinforce and develop what has been taught, evaluating student responses, identifying mistakes and using them as positive teaching points

Summarising & Reflection: Discuss student’s justifications of methods and resources used, review the mathematics that have been taught and challenge students to develop higher order thinking skills

This policy will be reviewed every 4 years.