



Hughesdale Primary School

MATHEMATICS Policy

Last Review Date;
August 2021

Due for Next Review;
August 2025

Included on Website;
 Yes No

Authorised (Principal);

PURPOSE

This policy is written to guide the teaching and learning of Mathematics at Hughesdale Primary School. Through developing each child's proficiency to reason, problem solve, understand, and build fluency, Mathematics helps students to make sense of the world around them. It enables children to understand and appreciate relationships and patterns in both the world around them and their everyday lives. Through their growing knowledge and understanding, children learn to appreciate the ways in which Mathematics influences all aspects of their world.

The aims and beliefs behind the teaching Mathematics at Hughesdale Primary School are:

- To develop a thorough knowledge and understanding of the Victorian Curriculum learning areas of Number and Algebra, Measurement and Geometry and Statistics and Probability.
- To build numerate individuals who can see the purpose behind mathematical strategies and patterns.
- To understand that, through effort, resilience and the application of a growth mindset, every person is capable of learning Mathematics to the highest levels.
- To promote enjoyment and enthusiasm for learning through practical experiences, exploration, and discussion.
- To develop logical thinking and reasoning skills through a natural curiosity and an investigative approach.
- To develop a practical understanding of how to effectively gather and present information.
- To develop an ability to solve problems through decision-making and reasoning in a range of contexts.
- To extend problem solving skills to deepen critical and creative thinking.
- To understand the importance of mathematical skills in everyday life.

GUIDELINES

- A Mathematics Professional Learning Team (PLT) will be formed each year, consisting of a teaching representative from each Year Level and led by a Learning Specialist or suitably qualified member of staff.
- Planning will reflect the Gradual Release of Responsibility Model and highlight differentiation to support personalised student learning needs. Programs will inclusively cater for students where English is an Addition Language (EAL), as well as students that are part of the Program for Students with Disabilities (PSD).

- The four proficiencies (Problem Solving, Understanding, Reasoning and Fluency) will underpin the planning and teaching of Mathematics, encouraging students to think critically and apply knowledge to a wider range of real-world contexts.
- As we develop our Whole School Approach (WSA) to Mathematics, student learning goals will be created using the four proficiencies, with alignment to their most current unit of learning.
- The Hughesdale Primary School (HPS) yearly and unit planners for each level should be used to plan all learning from F–6.
- Relevant Professional Learning (PL) should be planned for and implemented in response to identified needs to continue the creation of a WSA to Mathematics.
- Digital technology will be used as a complementary tool for the development of Mathematics.

IMPLEMENTATION

- A range of resources should be used in the planning and implementation of the program, including *Teaching Student Centred Mathematics: Developmentally Appropriate Instruction for Grades Pre-K – 2/3-5/6-8*, as appropriate.
- It is essential that yearly planners are used in planning meetings to ensure opportunities to access all relevant Achievement Standards across the year are provided and evidenced within Mathematics Unit Planners.
- Teams are to use Learning Intention and Success Criteria sequences for all Mathematics units.
- The teaching of Mathematics is timetabled to occur in each class for a minimum of one hour per day, five days per week. This teaching may be inclusive of and make explicit linkages to other areas of the curriculum which are being studied, because this helps to promote transfer between Mathematics and other areas of the curriculum.
- Most materials are stored in the Maths Storeroom that is attached to the Staff Kitchen, with remaining items stored in the cupboards upstairs outside Rooms 15 and 16.
- Budget planning will allow for the purchase of new materials and the replacement of existing materials and professional learning.
- Teacher reference materials are to be recommended, maintained and added to by the Mathematics PLT. Any new teacher references should be catalogued and returned to the library at the end of the year.
- Staff and Level Meetings can include opportunities for staff members to share new learning and pedagogical approaches and/or equipment that would assist in the teaching of Mathematics.
- It is the professional responsibility of teachers to ensure that teaching and learning programs cater for all student ability levels. To support this, unit planners will explicitly include opportunities for students working below, at and above the expected level.

ASSESSMENT

- The assessment and reporting of Mathematics is conducted in line with the Hughesdale Primary School Assessment and Reporting Schedule. These assessments include (but are not limited to) NAPLAN, Essential Assessment and the Early Years Numeracy Assessment.

- Ongoing formative assessment is used to plan units and sessions of learning that cater for the needs of all students in the cohort.
- Summative assessment is used to measure the impact of learning units, measuring growth of student data.

COMMUNICATION

This policy will be communicated to our school community in the following ways:

- Available publicly on our school’s website;
- Included in induction processes for relevant staff;
- Made available in hard copy from school administration upon request.

RELATED POLICIES AND RESOURCES

- [School Policies](#)
 - Curriculum Framework Policy
 - Assessment and Reporting Policy

POLICY REVIEW

Policy last reviewed	August 2021
Next scheduled review date	August 2025
Review Cycle	The recommended minimum review cycle for this policy is 3 to 4 years