Mathematics Policy

Rationale

Curriculum is a developmental continuum.

Computational skills, sufficient to enable accurate performance of necessary everyday living tasks, in a modern society, are a common goal.

Appreciation of the order, logic and beauty of mathematics conception, can be fostered through both concrete and abstract activities.

The learner is at the centre of all planning.

A learning program needs to reflect student needs, backgrounds, perspectives and interests.

Assessment practices are an integral part of teaching and learning.

Numeracy knowledge and capacity can be built when teaching and learning focuses on student improvement.

Implementation

1. AusVels has 3 content strands:
   Number and algebra,
   Measurement and geometry,
   Statistics and probability.

2. A Proficiency strand understanding fluency, problem solving and reasoning also exists.

3. Achievement strands are there for reference.

4. The use of the e5 Instructional Model of:
   Engage, Explore, Explain, Elaborate and Evaluate, informs the delivery of the planned curriculum. Teachers assess and monitor students' progress, adjusting their instruction to meet the needs of the students when appropriate.

5. Use a range of practices selected from the twelve scaffolding practices that are used throughout e5. These support teachers to make more informed decisions about how they will meet the learning needs of all students in the most appropriate way possible:
   1. Excavating__ drawing out, uncovering what is known.
5. Convince Me __ seeking explanation, proving.
6. Noticing__ highlighting, drawing attention to.
7. Focusing __ coaching, redirecting.
8. Probing __ clarifying, checking.
9. Orienting __ setting the scene, recalling.
10. Reflecting / Reviewing __ sharing, summarising.
11. Extending __ challenging, linking.

6. Dedicate a daily one hour numeracy block (as a minimum) to explicit teaching, targeting important mathematical ideas and making the focus clear.

7. Provide independent time so students can practise what they know and act on reflection and feedback, giving opportunities to make knowledge and skills automatic.

8. Teachers will take into account the varying rates of understanding of individual children.

9. Select appropriate teaching strategies after analysis of the Mathematics Online interview.

10. To respond effectively to the diversity of student learning needs and aspirations at all stages of learning there will be provision of quality differentiated classroom teaching for all students and additional short-term intervention to accelerate learning for students not achieving the expected level of numeracy.

11. Develop mathematical language by explicitly introducing new terms and symbols and expecting and encouraging correct use, making connections between language, symbols and materials.

12. Structure purposeful, authentic tasks that allow different possibilities, strategies and products to emerge and encourage higher order thinking skills.

13. Explicit teaching of students of strategies to approach problems in addition to strong numerical recall is a cornerstone of the program.

**Responsibility**

Principal, Co-ordinator.

**Ratified at School Council:**

**Due for Review:** First School Council Meeting after AGM each year.