



# St Francis Xavier Primary School

## Mathematics Policy

### **Rationale:**

At St Francis Xavier Primary School, it is our mission to equip students with lifelong mathematical skills that will ensure that they are active and capable members of the community who can function, contribute and problem solve in a world full of patterns, numbers and mathematical concepts.

### **Purpose:**

We aim to ensure that students:

- are confident, creative users and communicators of Mathematics who are able to investigate and problem solve using this knowledge;
- are involved in and aware of the steps required to achieve success in Mathematics;
- have clear, sequential and achievable outcomes as individuals;
- are actively involved in their learning through the use of hands on, engaging and challenging activities;
- develop proficiency in *Understanding, Fluency, Problem Solving* and *Reasoning* in the areas of Number and Algebra, Measurement and Geometry, and Statistics and Probability.

### **Implementation:**

At St Francis Xavier Primary School:

- all Prep to Year 6 students will study a sequential Mathematics course based upon the content descriptions contained within the Victorian Curriculum and a school scope and sequence plan;
- students will be involved in a **daily** Numeracy session, with a minimum 1-hour uninterrupted Numeracy block time-tabled **five** days a week;
- high quality activities, that cater for individual needs of students and allow them to enter at their own level, as well as the use of enabling and extending prompts to build on student's learning will form part of the Numeracy session;
- digital technology is used as part of the learning of Mathematics;
- a team approach to planning is used, where ideas, activities and resources are shared across the school;
- a clearly defined assessment schedule is used by all with a central recording location;
- a variety of assessment tools are used by staff and students, e.g. Rubrics, Rich Assessment Tasks, interviews with students, anecdotal notes, etc.;
- we use ongoing formative data to drive teaching;
- a collaborative approach to monitoring and assessing children is promoted, where teachers work together to determine the next step for a student;
- the school will appoint Junior and Senior level leaders who will oversee the development and implementation of Mathematics across our school in conjunction with the Learning and Teaching leader;
- budgets that provide for the needs of the Mathematics program will be developed by the level leaders in consultation with staff members;
- the school will appoint Maths Intervention staff to work with and support students;
- Learning Support Officers will support students as directed by the classroom teacher.

### **Evaluation:**

This policy will be revisited yearly and reviewed as part of the School's Review cycle or as changes are made to the Victorian curriculum.