

# 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:

- have clear, sequential and achievable outcomes as individuals;
- are actively involved in their learning through the use of hands on, engaging and challenging activities;
- are involved in and aware of the steps required to achieve success in Mathematics;
- are confident, creative users and communicators of Mathematics who are able to investigate and problem solve using this knowledge;
- develop proficiency in *Understanding, Fluency, Problem Solving* and *Reasoning* in the areas of Number, Algebra, Measurement, Space, 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;
- teachers embed the MACS Vision for Instruction to improve student learning outcomes, particularly numeracy proficiency;
- teachers follow the explicit instruction sequence by fully explaining the concepts and skills students are required to learn, modelling each step so that students can see what is expected of them, providing multiple opportunities for students to practice with guidance and support, and, once students have demonstrated understanding, asking students to complete tasks independently while monitoring and providing feedback;
- 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;
- a team approach to planning is used, where ideas, activities and resources are shared across the school;
- a shared understanding and use of mathematical language and vocabulary is adopted by staff and clearly communicated to students
- 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 a Mathematics Leader 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 Mathematics Leader in consultation with staff members for the following year;
- the school will appoint Mathematics staff to work with and support students through a Learning Enhancement and Enrichment Program (LEEP);
- 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.