MATHEMATICS POLICY

RATIONALE:
At Noble Park Primary School we are working together to develop whole school understandings about the teaching and learning of Mathematics. Mathematics is essential to effectively participate in our society. Our Mathematics program develops skills and the ability to apply them in real life. Noble Park Primary School provides personalised and differentiated learning experiences such as manipulation of concrete materials and the use of ICT to support students in achieving success in Mathematics.

VISION:
Through Mathematics we will:
- Support all students to achieve success in their Mathematical learning.
- Provide students with opportunities that encourage them to develop competence and confidence in the areas of Number and Algebra, Measurement and Geometry and Statistics and Probability.
- Explicitly plan, teach, model, display and use the language of Mathematics as documented in our “Mathematics Language Document”.
- Develop problem solving skills.
- Integrate curriculum areas where relevant with a focus on including Literacy and ICT.
- Provide students with rich open ended and personalised tasks in Mathematics.
- Provide opportunities for students to critically reflect on their Mathematical processes and decision making.
- Use technology appropriately and effectively to support the learning of Mathematics.
- Encourage students to take ownership of, and manage their own learning.

ACTION:
Mathematics study for students will be a minimum of 5 hours per week. Students will be engaged in experiences that encourage them to develop competence and success in Mathematics through:
- Ongoing monitoring of students’ Mathematics learning through the use of a variety of data, such as On Demand, Naplan, Rich Tasks, Numeracy Interview and teacher generated tests.
- Collaborative teaching and use of flexible learning spaces.
- Exploring Mathematics in games, investigative work, practical activities and problem solving, such as those offered in Maths Olympiad.
- Allocating time for professional discussion and moderation of Mathematics tasks to promote best practice.
- Developing and delivering learning experiences in Mathematics that challenge, engage and reflect individual students’ needs and interests, including EAL and PSD students.
- Providing Professional Development opportunities for teachers to build knowledge and capacity in Mathematics teaching and learning with a focus on student Improvement.
- Incorporating the use of ICT and a thinking curriculum such as graphic organisers, Blooms, Habits of Mind.
- Providing quality differentiated home room teaching of Mathematics through explicit teaching sessions, provocations included within P-2 investigations and 3-6 workshops and clinics.
- Recognising patterns and relationships in the world around them and linking their learning to these everyday things.

REVIEW:
Evaluation is an ongoing process with the major purpose to improve student learning. Teachers are concerned with making objective assessments of each child’s progress so that accurate, meaningful information can be adjusted to suit the individual needs of the children.
- The policy and program will be evaluated on an ongoing basis.
- Collection and analysis of student performance against previous results of the individual child as listed in the Data and Evidence plan.
- Teacher judgements and statewide benchmarks such as NAPLAN.
- Attendance by staff at Professional Development
- Student self-evaluation.
- Student surveys.
- Dialogue with parents.