



ACT

Government

Education and Training



Mathematics Policy

Created June 2018

Principal's Name and Signature: _____

Prigim

Board Chair's Name and Signature: _____

Michael Nobelen

Mathematics Policy

Rationale:

At Forrest Primary School we believe Mathematics should be taught using an Inquiry based approach, allowing all students to connect with and take ownership of their learning.

Purpose:

We aim to provide a rich and challenging programme which aims to promote a positive attitude towards Mathematics and provide students with the opportunity to:

- Develop mastery of mathematical skills and knowledge so they can deal confidently and competently with academic and daily life
- Interpret and communicate quantitative and logical ideas accurately
- Explore mathematical concepts and construct meaning in authentic, relevant, challenging and transdisciplinary contexts
- Learn and apply subject-specific content as a means to understand the world, themselves and each other
- Pose problems, solve problems and understand new ideas through inquiry, reflection and collaboration
- Experience flexible and accelerated progression

Implementation:

Forrest Primary School will provide a balanced and sequential Mathematics programme based on, The Australian Curriculum (ACARA), the International Baccalaureate –Primary Years Programme (IB PYP) Standards and Practices, International Baccalaureate Scope and Sequence and ACT Education Directorate (ED) guidelines.

Staff will implement the following in order to achieve the purpose outlined above:

- ACARA, ED and IB PYP documents will be used to support teachers in developing high quality instruction in Mathematics
- Teachers' own understanding of mathematical instruction will be maintained through regular professional development and experiences such as professional dialogue, collaborative planning and readings
- The Mathematics programme will be differentiated to cater for individual needs
- Mathematics where authentic, will be incorporated into the six IB-PYP Transdisciplinary Themes through Units of Inquiry (UOI)
- In accordance with the IB standards and practices, some mathematical strands, particularly Number and Algebra may be taught in a stand-alone programme, documented in an Inquiry Maths IB PYP planner

- Inquiry Mathematics planners will be completed by each grade level team, with support from the PYP coordinator, using the approved IB PYP format. The PYP planner is a tool to facilitate concept-driven inquiry when units are developed around central ideas
- Extending Mathematical vocabulary will be a focus for all students within the school
- Assessment data (formative and summative) will be collected and analysed during team meetings by teaching teams and executive teachers, with the results being used to monitor student performance, as well as to drive programme development and delivery
- Teaching and learning will occur through the use of a variety of teaching approaches including modelled, shared, guided and independent approaches
- A minimum of 5 hours (when possible) will be allocated to Mathematics each week, with sessions comprising of some, if not all of the following:
 - Warm up activities, games, mental Mathematics
 - Whole class mini lesson
 - Independent or group tasks, problem solving activities, focus groups
 - Individual or whole class share time, self-assessment and reflection time
- Lessons will follow an Inquiry Maths approach, including a range of hands on, open-ended tasks, investigative work and problem solving activities
- Provide opportunities for students to work within ability, mixed ability and whole class situations
Support learners from Indigenous and non-English speaking backgrounds through differentiated tasks

Resourcing:

Mathematics across the school will be resourced in a variety of ways.

- Dedicated Mathematics budget
- Mathematics resource kits for each classroom
- Google Community and Google Drive folders
- Team meetings
- Staff Meetings
- Teaching experts
- Mathematics committee
- PYP school network

Evaluation:

The Policy and Implementation will be evaluated in 2020.

The effectiveness of the Mathematics Policy will be determined through:

- Planners and work programmes
- Numeracy assessment strategies and current collation of data
- Assessment strategies as per Australian Curriculum and the Whole School Assessment Schedule
- Year 3/5 NAPLAN data

- PIPS data
- School based data such as Seesaw.
- Annual school report results

Related documents:

- Australian Curriculum, Assessment and Reporting Authority [ACARA]. (2018) Foundation to year 10 curriculum: Mathematics. Retrieved from <https://www.australiancurriculum.edu.au/f-10-curriculum/mathematics/>
- International Baccalaureate, Primary Years Programme (IB PYP). (2014) Programme Standards and Practices. Retrieved from: <https://www.ibo.org/globalassets/publications/become-an-ib-school/programme-standards-and-practices-en.pdf>
- International Baccalaureate, Primary Years Programme (IB PYP). (2018) Mathematics Scope and sequence. Retrieved from: https://www.ic.edu.lb/uploaded/programs/IB_PYP_Program/PYP_math_scope_and_sequence.pdf
- ACT Education Directorate (ED). (2018) Publications and Policies. Retrieved from: https://www.education.act.gov.au/publications_and_policies/policies
- Forrest Primary School Annual Action Plan (2018).