



SOMERVILLE RISE PRIMARY SCHOOL

MATHEMATICS POLICY

1. Rational or Purpose

The Mathematics Policy at Somerville Rise Primary School supports the school curriculum. The following basic beliefs guide the implementation of the Mathematics Policy:

- well-developed Maths skills are fundamental to participating fully in our society
- Numeracy development is achieved by learning through explicit teaching and hands on learning experiences

2. Policy Statement

At Somerville Rise Primary School we recognise that students commence school with varying degrees of numeracy skills and are from a variety of backgrounds. Through our Mathematics program we build on these skills in the dimensions of Number & Algebra, Measurement & Geometry, and Statistics & Probability. This will include a strong emphasis on place value and recall of number facts.

3. Implementation

Somerville Rise Primary School's Mathematics curriculum is based on the Victorian Curriculum.

Five hours of Numeracy will be taught in classrooms each week, following the **Principles of Learning and Teaching**.

Classroom teachers will:

- ensure that lessons are relevant to daily life and engaging
- provide positive and confidence building experiences
- include an 'number fluency' component to prepare students for thinking mathematically
- use a range of teaching methods to cater for the diverse needs of students
- deliver the program through whole class, individual and group work
- use a variety of resources and concrete materials
- include reasonable, individual expectations for all children
- encourage an essential understanding of number sense
- use teacher knowledge of Victorian Curriculum, and how children progress along the maths learning continuum
- incorporates rich tasks
- plan for and moderate assessment tasks as a PLT level team
- undertake professional development activities
- measure students individual abilities against the Victorian Curriculum outcomes
- student achievement is reported to parents twice per year

To encourage students to:

- develop the mathematical skills that are fundamental to participating fully in society
- understand the structure of numbers

- value mathematics
- reason mathematically
- use mathematical language
- develop confidence in their mathematical ability

4. Evaluation and review

This policy is due to be reviewed in August 2020.

The review will be the responsibility of the school's Maths AIP team and will be based on feedback from participants and other staff members responsible for the policy's implementation.

This policy was ratified by school council in August 2017

