



Mathematics

POLICY

Purpose

- To maximise numeracy potential by providing planned, sequential and explicit teaching of number and algebra, measurement and geometry and statistics and probability.
- For students to develop increasingly sophisticated and refined mathematical understanding, fluency, reasoning, modelling and problem-solving skills. These capabilities enable students to respond to familiar and unfamiliar situations by employing mathematics to make informed decisions and solve problems efficiently.
- To develop numeracy skills for a real life purpose.
- To provide challenging and engaging numeracy activities to promote confident and independent students who achieve relevant Victorian Curriculum levels.

Guidelines

- The teaching of mathematics will be planned and implemented in accordance with current research of best practice.
- Planning and instruction will be differentiated according to individual needs to ensure students reach their maximum potential.
- Teaching will be explicit with a clear Learning Intention, This Will Help Us to Learn and Success Criteria identified.
- Individual Education Learning Plans (IEPs) will be developed in consultation with parents and students as required.
- Teachers will provide challenging, open-ended investigations that engage students of all abilities.

Implementation

Teachers will

- Use the Victorian Curriculum to determine the sequential learning focus of a mathematics program that suits the range of abilities for the students in the cohort.

- Plan together as a Year Level/Grade team, incorporating elements of HITS (High impact teaching strategies)
- Follow Ocean Grove PS Numeracy Plan to ensure all areas of the Victorian Curriculum are covered.
- Follow the minimum hours for numeracy as outlined in the Numeracy Plan.
- Use continuous assessment to direct mathematics sessions to ensure a planned structured teaching focus that will assist or extend individual students and therefore cater for different abilities.
- Follow the assessment procedures as outlined in the school assessment schedule.
- Use data to further differentiate classroom instruction and to link classroom learning with student intervention programs in numeracy as required. The school leadership team will ensure that teachers identify students well above expected levels for mathematics and IEPs are developed to provide challenges for these students.
- Be provided with professional learning during the year, based on student data analysis and the Annual Implementation Plan.
- Use mathematic resources that will be regularly reviewed and updated as required.

Evaluation

This policy will be reviewed as part of the school's annual review cycle.

POLICY REVIEW AND APPROVAL

Policy last reviewed	November 2021
Approved by	School Council
Next scheduled review date	November 2022.