

GLADSTONE PARK PRIMARY SCHOOL

MATHEMATICS POLICY

RATIONALE

Mathematics pervades all aspects of our lives.

At Gladstone Park Primary School we believe that a competence in Mathematics enhances our understanding of the world and the quality of participation in society, enables cultural, social and technological advances, and empowers individuals as critical citizens in contemporary society and for the future.

Numerate and literate persons in Mathematics are those who can appropriate Mathematics as a tool to guide their reasoning, help them solve problems in their everyday lives, communicate and justify their ideas, as well as to understand the ideas of others.

PURPOSE

Aims for essential learning in school Mathematics are for students to:

- Demonstrate useful Mathematical and Numeracy skills for successful general employment and functioning in society.
- Solve practical problems with Mathematics, especially industry and work-based problems.
- Develop specialist knowledge in Mathematics that provides for further study in the discipline.
- See mathematical connections and be able to apply mathematical concepts, skills and processes in posing and solving mathematical problems.
- Be confident in one's personal knowledge of Mathematics, to feel able to apply it and to acquire new knowledge and skills when needed.
- Be empowered through knowledge of Mathematics as a numerate citizen, able to apply this knowledge critically in societal and political contexts.
- Develop understanding of the role of Mathematics in history and Mathematics as a discipline – its big ideas, history, aesthetics and philosophy.

GUIDELINES

- The content of numeracy is derived from the Dimensions of the Mathematics' Domain as set out in the Victorian Essential Learning Standards.
- The teaching of Mathematics will focus on the individual needs of the child and at an appropriate level.
- Mathematics learning will begin with concrete experiences, forming the foundation for the development of abstract Mathematical understandings.

IMPLEMENTATION

At Gladstone Park Primary School the Nelson Maths/Cengage Learning Program is our prescribed curriculum resource. This resource supports the Victorian Essential Learning Standards (VELS), the teaching approaches of the Early/Middle Years Program, and the Principles of Learning and Teaching (PoLT). Teachers may also use Maths Plus for Victorian Schools and other resources to support the Nelson/Cengage Learning Program.

It is expected that all students are engaged in Numeracy based learning for five sessions each week.

The School has a well resourced Maths equipment room located in the infant building containing Measurement materials and class sets of various equipment and tools. Each classroom is also equipped with copies of the Nelson Maths/Cengage Teacher Resource and Student books and Maths Plus Curriculum Materials housed in an orange book box.

Curriculum planning and implementation is based on the guidelines presented in the Mathematics Domain of the Victorian Essential Learning Standards, its Dimensions are listed in the chart below.

VELS MATHEMATICS SCOPE AND SEQUENCE CHART

	Level 1	Level 2	Level 3	Level 4	Level 5
Dimension	Prep	Yr 1 – Yr 2	Yr 3 – Yr 4	Yr 5 – Yr 6	Yr 7 – Yr 8
Number	*	*	*	*	*
Space	*	*	*	*	*
Measurement, Chance and data	*	*	*	*	*
Structure	N/A	N/A	*	*	*
Working Mathematically	*	*	*	*	*

ASSESSMENT

Evaluation will be an ongoing part of the classroom program, consisting of planned formal tests and teacher observations. Progress will be evidenced through pre and post testing, anecdotal records and annotated work samples in portfolios.

The Early Numeracy Interview may be used as a diagnostic tool for new students, at-risk students or high achieving students.

As part of the “You Can Do It Program” and VELS reporting, students will be encouraged to make self-assessments and set learning goals.

Assessment Schedule	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
P.E.A.P. Checkout/ Early Years Numeracy Interview		N/A	N/A	N/A	N/A	N/A	N/A
February- Diagnostic Maths Test (from Maths Plus previous term/year)							
NAPLAN	N/A	N/A	N/A		N/A		N/A
June – Diagnostic Maths Test (Maths Plus or Other)							
June VELS formal school reports							
End of Year Nelson Diagnostic Test for individual files							
December VELS formal school reports							
Portfolio tasks (minimum one task for the Number dimension and one from any other dimension each semester)							

Other recommended assessment for best practice:

- Early Years Interview/Online Interview
- Mathematics assessment
- New Wave Mental Maths assessment
- Checklists of progression points/developmental stages
- Anecdotal records
- Ongoing/regular assessment eg tables
- End of unit assessments
- Diagnostic tests
- Assessment task cards – Nelson
- Work Samples
- Observation/Questioning
- Goal setting, self-assessment, personal reflections

REPORTING

Student progress in Mathematics will be reported to parents throughout the school year by:

- Midyear and end of year written reports based on VELs progression points.
- Formal midyear three way conferences, which may include goal setting and self-evaluation by students.
- Individual student portfolios containing annotated work samples.
- Opportunities for informal discussions when requested.
- Individual Learning Plans for targeted students (those under achieving, with learning difficulties/special needs or high achieving students.)
- Regular integration support group meetings/Welfare meetings.
- Reporting to DEECD.
- NAPLAN for Years 3 and 5.