

**POLICY NO. CUR006 (Previously #24) MATHEMATICS**

**Written by:** E. Evans – Maths Leader in consultation with the Education Sub Committee

**Date approved by School Council: October 2012**

**Rationale:**

Learning mathematics creates opportunities for and enriches the lives of all students. It develops the numeracy capabilities that all students need in their personal, work and civic life, and provides the fundamentals on which mathematical specialties and professional applications of mathematics are built.

The Mathematics program focuses on developing increasingly sophisticated and refined mathematical understanding, fluency, logical reasoning, analytical thought and problem-solving skills. These capabilities enable students to respond to familiar and unfamiliar situations by employing mathematical strategies to make informed decisions and solve problems efficiently.

The Mathematics program will ensure all students benefit from access to the power of mathematical reasoning and learn to apply their mathematical understanding creatively and efficiently.

**Aim:**

Chelsea Height Primary School's Mathematics program aims to ensure that students

- are confident, creative users and communicators of mathematics, able to investigate, represent and interpret situations in their personal and work lives and as active citizens
- develop an increasingly sophisticated understanding of mathematical concepts and fluency with processes, and are able to pose and solve problems and reason in *Number and Algebra, Measurement and Geometry, and Statistics and Probability*
- recognise connections between the areas of mathematics and other disciplines and appreciate mathematics as an accessible and enjoyable discipline to study.

**Implementation:**

Mathematics at Chelsea Heights Primary School will:

- Provide a curriculum that is scaffolded across all grade levels
- Include explicit learning goals/ learning intentions in every lesson. Using the "We Are Learning To" (WALT) / "What I'm Looking For"(WILF)
- Promote the use of the correct Maths language
- Be achievable – in some way, for every student

- Be challenging - in some way, for every student
- Be differentiated to cater for all levels
- Be targeted at the students' Zone of Proximal Development i.e. at their point of need
- Be engaging and enjoyable
- Include time for students to converse and share about their learning
- Actively involve all students in the mathematics
- Include assessment **FOR** Learning
- Include strategic questioning
- Provide time for regular reflections
- Follow the lesson structure that is based on David Sousa's 'Primary Regency Effect' to ensure new information is presented at the student's peak time of retention
- Give opportunities for students to work in a range of settings including independently and cooperatively
- Allow for regular focus groups with the teacher
- Be inclusive and cater for all individual learning styles and needs
- Relate to real life situations and enable students to recognise links
- Be reported in half and end of year academic reports for students, as well as be reported in the school's annual report.
- Be not less than 5 hours per week.
- Use technologies to enhance and enrich learning
- Employ explicit teaching in each and every lesson

**EVALUATION:**

This policy will be reviewed as part of the CHPS three year review cycle.