LALOR EAST PRIMARY SCHOOL: MATHEMATICS POLICY

Rationale
Mathematics teaches us how to make sense of the world around us through developing an ability to calculate, to reason and to solve problems. It enables children to understand and appreciate relationships and pattern in number, measurement and space in their daily lives.

Broad Guidelines
Lalor East Primary staff will:
1. Use the Scope and Sequence documentation to focus their teaching on improving numeracy outcomes
2. Follow the Lalor East Primary School: Assessment Schedule and use collected data to inform teaching
3. Moderate and triangulate data (for, as and of learning) to inform teaching and report against the Victorian Essential Learning Standards
4. Follow the Region based - Achievement Improvement Zones Lesson Structure
   Communicate high expectations of student achievement
5. Consider the cultural and socio-economic backgrounds of their students when planning numeracy sessions
6. Explicitly teach the 9 Problem Solving Strategies (Peter Maher).
7. Identify and refer students for participation in intervention or extension programs
8. Share skills and expertise through collaborative discussion, planning strategically and utilising expert numeracy coaching and mentoring

Implementation
Planning:
Lalor East Staff will include:
• A minimum of 5 hours of mathematics in their curriculum planning each week
• Structured, explicit and sequenced sessions that cater for one-to-one, small group and whole class settings
• An explicit purpose each maths session – evidenced in weekly planners
• Flexible student groupings based on data
• Daily number fluency practise within the context of meaningful situations
• Evidence of the Region based - Achievement Improvement Zones lesson in weekly planners
• Regular opportunities to participate in learning tasks that require manipulative materials to solve problems related to real life
• Evidence of use of available and appropriate technology.

Lesson Structure
Lalor East Staff will follow the Region based - Achievement Improvement Zone lesson structure:
• Learning Intention (5 min)
• Whole / Launch (10 min)
• Part / Explore (35 min)
• Whole / Summarise (10 min)
Classroom Practice

*Lalor East Staff will:*

- Ensure time on task is purposeful and maximised. e.g. The task relates directly to the learning intention
- Provide opportunities for differentiated tasks (at least three levels)
- Rove consistently to provide purposeful feedback throughout each session
- Make explicit connections between related concepts. e.g. repeated addition and multiplication
- Provide explicit instruction in the development of mathematical language
- Ensure students are exposed to a wide variety of learning techniques including, co-operative learning and child centred problem-solving activities
- Relate tasks to real life experience wherever possible
- Allow time weekly for students to reflect on their own thinking and learning
- Provide regular opportunities goal setting, as well as self and peer assessment.

Assessment and Reporting:

*Lalor East Staff will:*

- Regularly monitor student progress (collective responsibility for all students in a year level)
- Follow a whole-school approach to communicating and reporting on evidence of student progress in numeracy
- Use the scope and sequence documentation, Victorian Essential Learning Standards, maths developmental continuum and the maths competencies to inform decision making
- Moderate student work samples to establish evidenced, and uniform decisions of, student achievement
- Collaboratively monitor and plan for improved student outcomes in numeracy by documenting and reviewing individual student learning plans and discussing these at regular support group meetings
- Make systematic use of numeracy transition data and school level numeracy assessment data
- Use feedback from parents, students and staff in support of improved student outcomes
- **Refer to whole school assessment schedule for testing requirements and dates.**

Professional Development:

*Lalor East Staff will attend weekly Professional Learning Team forums to reflect on and improve teaching strategies by:*

- Reporting back on the progress of students participating in numeracy interventions
- Discussing focused strategies that will be used by all teachers e.g. count on, near doubles etc.
- Planning the next stage of learning for identified groups of students
- Sharing learning and new understandings and teaching strategies
- Communicating expectations of numeracy development to parents/caregivers and families, including ways they can maintain support.

Evaluation

Diagnostic and developmental assessment tools will be used to assess the effectiveness of the Numeracy Program. This will be evidenced through data on the Lalor East Primary School: Whole School Assessment Schedule ([Assessment Schedule](#)).