Rationale:
At Craigieburn Primary School we believe that we have a responsibility to ensure that students become effective, numerate citizens, able to meet the demands of school, home, work and the global community.

The curriculum reflects the importance of building a strong foundation of mathematical concepts, skills and processes. Our program focuses on personalising the learning, to engage all students through open ended, exploratory, differentiated and authentic tasks.

The Mathematics curriculum focuses on developing increasingly sophisticated and refined mathematical proficiencies in understanding, fluency, reasoning, modelling and problem solving. These capabilities enable students to respond to familiar and unfamiliar situations by employing mathematics to make informed decisions and solve problems efficiently.

Mathematics teaches us how to make sense of the world around us through developing a student’s ability to calculate, to reason and to solve problems. It enables students to understand and appreciate relationships and patterns in both the world around them and their everyday lives. Through their growing knowledge and understanding, students learn to appreciate that mathematics influences all aspects of our world.

Aims:
Students should develop positive attitudes and the capacity, confidence and disposition to understand and apply mathematical concepts, problem solve and analyse data.

To be numerate, students will develop an understanding of mathematical thinking within number and algebra, measurement and geometry and statistics and probability strands.

Students will be able:
- To develop useful mathematical and numeracy skills for everyday life, work and as active and critical citizens in a technological world.
- To see connections and apply mathematical concepts, skills and processes to pose and solve problems in mathematics and in other disciplines and contexts.
- To use patterns and relationships to analyse the problem situations.
- To develop mental computation skills and be able to apply them.
- To understand and use the metalanguage of mathematics.
- To use a variety of digital technologies to support and enhance mathematical learning.
- To develop confidence and competence about their achievements.
- To develop a practical understanding of how to effectively gather and present information.
- To develop a thorough knowledge and understanding of number and algebra, measurement and geometry and statistics and probability.
Implementation:
Mathematics should be taught in realistic, relevant contexts where students are actively involved in the learning process.

- It is taught using concrete materials, appropriate technologies and real life experiences.
- Teaching methods will concentrate on the understanding of mathematical ideas before progressing to abstract ideas.
- Students will progress through a sequential learning sequence of E.L.P.S. (E-Experience with physical objects, L-Spoken language that describes that experience, P-Pictures that represent the experiences, S-The written symbols that generalise the experiences.)
- Student progress will be monitored through both formative and summative assessment to inform teachers on the student’s point of need.
- Students build upon their prior knowledge through teacher scaffolds, which make connections, support new learnings and foster understandings.
- Reflection on learning is integral.
- The students will be involved in daily numeracy sessions. Teachers will plan a differentiated program with an identified focus group for each lesson as a result of continuous monitoring and assessment of students.
- The program is to be based on the current approved Victorian Curriculum guidelines, the Explicit Instructional Model for Mathematics teaching and Non Negotiables for Effective Numeracy Teaching and Learning at Craigieburn Primary School.
- The Scope and Sequence supports teachers to easily see the progression and assist in planning teaching and learning programs to meet the diverse needs of students.

Evaluation:

This policy will be reviewed as part of the school’s cyclic process or more often if necessary due to changes in legislation or regulations.

This policy was last ratified by School Council in Aug 2016 and will be reviewed 2019.