



BENTON JUNIOR COLLEGE

MATHEMATICS POLICY

Rationale

Mathematics provides students with access to important mathematical concepts, knowledge and skills that they will draw on throughout their lives.

Competence in mathematics enhances both our understanding of the world and the quality of participation in a global society.

All students can learn and succeed in Mathematics.

Aims

To provide students with the opportunity to acquire the necessary mathematical skills and knowledge to participate confidently and competently in daily life.

To develop in students, the ability and confidence to apply concepts and skills in problem solving situations, in and out of school.

To develop in students, the ability to interpret, communicate and represent logical ideas confidently and accurately.

To provide students with the opportunity to use technology and tools (calculators, protractors etc.) appropriately and effectively to facilitate their learning of Mathematics, and in carrying out mathematical activities.

To ensure Mathematics learning is a positive experience in which all students develop confidence and a sense of achievement from what they learn.

To foster a culture of growth mindset, where risk taking and learning from mistakes is celebrated as part of a mathematical process.

The Mathematics curriculum aims to ensure that students

- develop useful mathematical and numeracy skills for everyday life, work and as active and critical citizens in a technological world
- see connections and apply mathematical concepts, skills and processes to pose and solve problems in mathematics and in other disciplines and contexts

Implementation

Benton Junior College (BJC) will ensure that the Mathematics program:

- is structured to ensure that each student is taught at their point of need, having the opportunity to reach their full potential;
- incorporates open learning tasks and Challenging Tasks, that enable students to problem solve to enhance their mathematical understandings;
- is based on the Victorian Curriculum and supplemented by the Primary Years Programme of the International Baccalaureate;
- encourages students to use preferred learning styles and a variety of efficient strategies when completing tasks;
- is designed to broaden and strengthen the student's understanding of all mathematical concepts;
- allows opportunities for problem solving and exploration to assist in the development of mathematical skills and concepts;
- provides opportunities for discussion and writing to allow students to reflect and share their learning;
- fosters strong language development when reasoning and justifying working out; and

- incorporates goal setting for future learning and the tracking of student growth
- relates experiences to real life situations, thus allowing the children to make connections between mathematical concepts and the world around them recognise the link between their life experiences and abstract ideas;
- integrates mathematics into other areas of learning, where appropriate, within they PYP framework;
- ensures adequate opportunities for students to reinforce and extend their understandings using learning technologies, such as computer software, the Internet and calculators;
- allows students opportunities to work in a variety of settings, including independently and cooperatively;
- runs Instructional Model cycles for those areas of the curriculum of significant, critical importance;
- has a balanced approach to teaching styles/methods/groupings/materials;
- provides intervention provided through a variety of strategies, including differentiation of the classroom program, GRIN Intervention and Tier 3 within the PLC Year Level;
- ensure lessons incorporate the 4 part lesson structure (fluency/launch/discovery/summary);
- is collaboratively planned by year level teams, ensuring a guaranteed and viable curriculum for all students in the year level;
- is clearly communicated with the community through electronic means;
- responds to the needs of the students, based on data;
- encourages children to achieve personal best, not compete with each other; and
- focuses on developing increasingly sophisticated and refined mathematical understanding, fluency, reasoning, modelling and problem-solving.

Date created	
Date ratified by School Council	
Date to review policy	