



FHPS MATHEMATICS POLICY

At Frankston Heights Primary School, Mathematics is taught according to the Victorian Curriculum. Mathematics is separated into several different areas (dimensions): Number, Algebra, Measurement, Geometry, Statistics and Probability. **Students engage in a minimum of six hours of Mathematics each week.**

From Prep to Year 6, we have high quality Mathematics teaching and utilise a **whole school lesson structure** Model including four parts based on the E5 Model which includes Number Fluency, Launch(ENGAGE), Discover(EXPLORE), and Summarize(EXPLAIN,ELABORATE,EVALUATE).

The Guiding Principles for all maths lessons are:

1. Explicit number fluency practice every lesson
2. Explicit purpose for every lesson
3. Formal structure for every lesson
4. Students working on tasks beyond their current levels of thinking
5. Teacher communicating high expectations and using purposeful feedback.
6. Established classroom norms for working

Flexible groupings are carried out to cater for students at point of need from Prep to Six. Teachers build strong relationships with all students and ensure that differentiation through math's lessons provides for all our learners.

Problem Solving is embedded through all Maths units.

Intervention and Extension is provided by our Personalised Learning Approach, catering for the individual child.

Frankston Heights is well resourced with maths equipment, both at whole school and classroom level. Regular inventory is undertaken to ensure classroom needs are met and updated.

Technology is embedded throughout units and all students from Prep to Six have access to Mathletics.

Assessment: We utilise pre and post testing, on demand testing and PAT testing. All data is collected on a whole school data system.

At Frankston Heights we aim 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.

This policy will be reviewed annually.

This policy was last ratified by School Council on: May 2018. Signed: