

MATHEMATICS POLICY

BASIC BELIEFS:

- Numeracy' is a more encompassing term than 'mathematics'.
- To be fully numerate involves a degree of mathematical skill and understanding'
- Numeracy is best learned in meaningful contexts, which are based on the needs and interests of the individual. Activities related to numeracy should arise from the children's needs and interests and contribute to their understanding of the world.
- Learning involves risk taking - to estimate, to guess, to "have a go" without fear of being wrong.
- Teachers should provide approaches and activities, which challenge each child at his/her own level and build on existing knowledge.
- Children learn from working with and talking to others about their maths.
- There are a variety of methods and strategies involved in solving maths problems. Children's individual personal approaches are valued.
- The content of our numeracy program covers attitudes as well as skills, facts, processes and attitudes.
- Cambourne's conditions of learning are appropriate to teaching and learning of maths.
- Girls are traditionally disadvantaged in maths and affirmative action is needed to overcome this.
- On-going Professional Development for teachers is an essential component of an effective numeracy program
- A child's numeracy development is a partnership between child, teacher and parent
- Some children will experience difficulties in developing their numeracy understandings and will require extra assistance

AIMS:

- To promote enjoyment of maths by providing children with experiences where they can achieve success.
- To provide children with opportunities to take responsibility for, and to reflect on, their maths learning.
- To develop in children a realisation that numeracy demands are an integral part of everyday experience
- To develop an ability to tackle real life problems using appropriate mathematical skills, procedures and strategies.
- To develop mathematical concepts through concrete, representative, and symbolic experiences, ensuring individual differences are catered for.
- To encourage children to talk and write freely about maths experiences and thus integrates the language and maths concepts.
- For children to use maths for a variety of purposes, relative to the perceived needs of the individual in society now and in the future.
- To have gender-inclusive curriculum which encourages long term participation in and enjoyment of maths
- To provide additional support for those children experiencing difficulties
- To promote and encourage effective communication between child, parent and teacher.
- To encourage, and provide opportunities for, staff to participate in on-going Professional Development. related to numeracy.
- To develop accuracy in computational skills appropriate to a child's developmental stage.

GUIDELINES FOR ACTION:

- Much of the child's learning should be activity-based. Program organisation should facilitate learning through problem solving and investigating. Materials presented should be meaningful, interesting and enjoyable.
- Activities presented should be meaningful, interesting and enjoyable.
- The rich numeracy content of everyday events should be the major context for the exploration of mathematical ideas and concepts at all levels.
- The numeracy program should be organised in such a way that facilitates learning through co-operative activities.
- Children should work in a range of groupings – whole class, small group or individual.

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- Personal and teacher-directed investigations may be undertaken. Skills and concepts can be developed through this approach.
- Calculators and computers are to be used as part of the numeracy program.
- Teachers are aware of the developmental phases and set activities that are appropriate
- Strategies should be adopted to ensure that girls experience success in mathematics.

Endorsed by School Council 11/12/2000.