



# ST JOHN FISHER CATHOLIC SCHOOL

## Mathematics Policy

### **INTRODUCTION**

The vision for our school is to make St John Fisher Catholic School:

*“a Christ – centred community in which Gospel values are evident, learned and lived. A place where the individuality of all is nurtured and respected.”*

This policy will provide a clear understanding about the framework for the teaching and learning of Mathematics at St John Fisher School.

### **PURPOSE / RATIONALE**

Through application of this policy, St John Fisher Catholic School aims to:

*“develop in students confidence and enjoyment in doing mathematical activities, knowledge, skills and understanding in certain specified areas, and awareness of the place of mathematics in solving problems of everyday life and in contributing to the development of society.” (Mathematics K-6 1989)*

### **AIM**

At Saint John Fisher Catholic School we aim to:

- develop student’s learning through an enquiry approach;
- deliver programs which enable pupils to develop their mathematical skills in a wide range of contexts;
- provide opportunities for students to succeed in a positive, creative and enjoyable environment;
- develop student’s enjoyment, confidence and independence in Mathematics.

### **BELIEFS ABOUT TEACHING AND LEARNING**

At Saint John Fisher Catholic School we believe:

- children learn in different ways and at different rates;
- children learn best when activities are meaningful, relevant and reflect the real world;
- that recordings can take a variety of forms;
- that children should be empowered to take responsibility for their own learning;
- that links to other KLAs should be explained and explored;
- children need time to reflect on their learning.

### **CATHOLIC PERSPECTIVE**

At St John Fisher we celebrate and share our Catholic faith and life experience. Mathematics is an essential part of that experience. Numeracy is imbued with a vision of the innate dignity of all students, as created in the image and likeness of a loving, generous and creating God.

Therefore:

- mathematics programs will be balanced and will cater for the uniqueness of all students;
- co-operation, rather than competition will be promoted;

- assessment / reporting procedures that acknowledges individual progress towards Mathematical outcomes will be provided.

## **OUTCOMES**

Students will:

- Record results to investigations in a wide variety of ways;
- Use real life situations, concrete materials and other appropriate resources for exploration, concept building and problem investigation;
- Be actively involved in the development of mathematical ideas and concepts;
- Work individually, co-operatively and interdependently;
- Have ownership of their own learning;
- Be encouraged to integrate concepts into other curriculum areas and their daily routines and activities.

Teachers will:

- provide a balanced program of learning to develop the fundamental concepts of number, measurement, space, data, patterns and algebra;
- use results of internal and external tests to inform teaching and learning;
- foster successful learning by identifying appropriate group and individual outcomes;
- make mathematical displays a feature of their classrooms;
- place emphasis on the processes as well as the outcomes of mathematical investigation and thought;
- provide a wide variety of resources and activities;
- provide a dedicated block of time to Mathematics;
- inform parents of their children's progress.

Parents / Community will:

- be encouraged to support their children's mathematical learning;
- be encouraged to assist in the development of their children's learning by relating home and real-life situations to Mathematics;
- be involved in parent education and work towards a shared view of Mathematics.

## **REFERENCES**

- Numeracy Plan
- Numeracy Policy
- A Numeracy Statement for Diocesan Schools K – 12 2001 – 2004
- Programming format (appendix A)
- Resource list (appendix B)
- Mathematics K – 6 Syllabus 2002

## **EVALUATION**

Evaluation of this policy is to be carried out annually by the staff under the guidance of the Mathematics Co-ordinator.