



NUMERACY POLICY



Help for non-English speakers

If you need help to understand the information in this policy, please contact the School Office.

PURPOSE

Numeracy is the knowledge, skills, behaviors, and dispositions that students need to use mathematics in a wide range of situations. Our aim is to allow students to explore mathematical concepts and processes through problem solving, targeted teaching and open-ended questioning. Students are exposed to increasingly sophisticated, refined and differentiated mathematical lessons throughout a unit, which incorporate important proficiencies including understanding, fluency, reasoning, and problem solving.

POLICY STATEMENT

Background

The Victorian Literacy and Numeracy Strategy aims to lift literacy and numeracy outcomes across Victoria, in every government school, in every classroom and for every student. This work is part of the Education State overall improvement agenda, as articulated in the Framework for Improving Student Outcomes (FISO 2.0). The Strategy aims to empower and support schools identify and implement strategies to improve literacy and numeracy teaching and learning, based on their own particular circumstances and needs, as part of their Annual Implementation Plan (AIP).

Whole school engagement

- School staff will work together in a whole school and unit level capacity to plan, implement and document Numeracy.
- Teachers are expected to follow previously agreed upon Numeracy Scope and Sequence overviews, Assessment Schedules and the BPS Numeracy Instructional Model.

RESPONSIBILITIES

Numeracy Leader will:

- Coordinate, in conjunction with the Principal and Learning Specialist, lead and support staff in developing excellence in teaching and learning through the use of evidence-based High Impact Teaching Strategies (HITS), curriculum planning and assessment, building practice excellence and evaluating impact on learning,
- Purchase Mathematics resources to support staff development and classroom programs,
- Lead Mathematics discussions about exemplary teaching and assessment practice during PLTs, weekly collaborative planning sessions and Leadership/SIT meetings,
- Oversee the planning, implementation and documentation of Mathematics, including Mathematics assessments.

Teachers are expected to:

- Use Beechworth Primary School Numeracy Instructional Model and Mathematics Scope and Sequence documents to guide lessons and planning,
- Use resources to complement their understanding of the Victorian Curriculum such as; VCAA Worked Samples and Numeracy Learning Progressions mapped to the Victorian Curriculum F-10 2.0, – [Numeracy and Mathematics Domain](#)
- Teachers collaborate weekly in planning sessions using curriculum documents and student data to drive lesson planning.
- Facilitate teaching and learning in the English classroom, using the formative and summative assessment tools to tailor the learning to the individual needs of the students.
- Engage in regular school-wide Professional Learning Teams (PLT) and Professional Learning Communities (PLC) work in a continuous improvement cycle,
- Implement assessments outlined in the BPS Assessment Schedule to enable data to inform and drive instruction and monitor student growth.

PROCEDURES

1. The BPS Numeracy Instructional Model is a resource used to support the delivery of high-quality lessons that engage and appropriately challenge all students. It outlines the structure of numeracy lessons and the expected strategies for lesson development and implementation. The document is available on BPS Google Drive, in the Teacher's Green Handbook or from the Numeracy Leader.
2. The weekly time allocation for Numeracy is a minimum of 5 hours per week. The Strands of Mathematics (Number, Algebra, Measurement, Space, Statistics and Probability (starts level 3)) will be taught in blocks as per the revised BPS Numeracy Scope and Sequence 2.0.
3. Differentiated, data driven curriculum will be provided for each student.
4. Staff will keep formative and summative assessment, including online class profiles using Essential Assessments, Maths Online Interview and Compass Analytics – in line with the BPS Assessment Schedule (as a minimum).
5. Digital technologies will be used to: assess, communicate, model, engage, create, organise and enhance student learning where appropriate.
6. Mathematics will be formally assessed throughout the year as per the BPS Assessment Schedule.
7. Staff are to keep term and weekly planning documents that will include curriculum links and lesson break down and descriptions. These documents are expected to reflect the Beechworth Primary School Numeracy Instructional Model and BPS Numeracy Scope and Sequence.

RELEVANT ACCOUNTABILITY DOCUMENTS

- Beechworth Primary School Numeracy Instructional Model
- Beechworth Primary School Mathematics Scope and Sequence 2.0
- Numeracy Learning Progressions mapped to the Victorian Curriculum F-10, 2.0
- Beechworth Primary School Assessment Schedule
- Victorian Curriculum F-10, 2.0
- VCAA worked samples

RELATED SCHOOL POLICIES

- BPS Curriculum Framework Policy
- BPS Teaching and Learning Policy
- BPS Homework Policy

COMMUNICATION

This policy will be communicated to our school community in the following ways:

- Available publicly on our school's website
- Discussed at annual staff professional learning
- Hard copy available from the School Office upon request

FURTHER INFORMATION AND RESOURCES

- Numeracy and Mathematics Domain from DET – [Numeracy and Mathematics Domain](#)

POLICY REVIEW AND APPROVAL

Policy last reviewed	6 May 2024
Consultation	Beechworth Primary School Leadership Team School Improvement Team
Approved by	Principal – Susan McDonald
Next scheduled review date	May 2028