

St. Pancras Catholic Primary School Calculation Policy – 2014

About our Calculation Policy

This policy has been designed in accordance with the National Curriculum 2014. It is designed to give pupils a consistent and smooth progression of learning when using the four main operations.

Please note that the early teaching in number and calculations in Reception follows the 'Development Matters' EYFS document.

The calculation policy is organised in according to age stage expectations as set out in the National Curriculum 2014, **however** it is vital that pupils are taught according to the stage that they are currently working at; moving on when they are secure.

Main aims of the Calculation Policy

- To support greater consistency in the teaching of written calculations across the school.
- To strengthen continuity and progression in children's understanding of the development of written calculations.
- To form a core set of methods which every child will experience and build upon.
- To build on models and images introduced to promote conceptual understanding.
- To provide reference and guidance on the teaching of calculation skills for teaching staff, teaching assistants and parents.

Demonstrating good practice in Calculation/ other key points of reference

- Establish mental methods based on good understanding of place value in numbers and number facts.
- Show children how to set out written calculations vertically, initially using expanded layouts.
- Link practical, mental and written calculations.
- Make strong links between inverse operations of addition/ subtraction and multiplication/ division.
- Gradually refine the written record into a more compact standard method.
- Extend to larger number and decimals when appropriate.
- Ensure that the understanding of remainders, and what to do with them in context, is taught alongside division throughout.

- Once written methods are introduced, keep mental skills sharp by continuing to develop and apply them to appropriate examples.
- Encouraging the children to identify the best method and make choices.
- Consistently linking mathematical concepts to 'real life' situations/ contexts.
- Ensuring that all children are taught and encouraged to use correct mathematical vocabulary – demonstrated by all adults.