



High Green
Primary School



How we teach calculations:

Calculation Policy for Mathematics

January 2015

About our Calculation Policy

This policy has been created in accordance with the **National Curriculum 2013** and helps to develop the three main aims of **Fluency, Reasoning** and **Problem Solving**. It is designed to give pupils of High Green Primary a consistent and smooth progression of learning when using the four main operations.

Please note that early learning teaching in number and calculation in Foundation Stage follows the **Little, Big Maths** and the **Early Years Foundation Stage Document**.

The calculation policy is organised to age stage expectations as set out in the **National Curriculum 2013**, however it is vital that pupils are taught According to the stage that they are currently working at.

It is important that any type of calculation is given a real life context or problem solving approach to help build children's understanding of the purpose of the calculation, and to help them to recognise when to use certain operations and methods when faced with problems. This must be a priority in all Maths calculation lessons.

Aims of the written 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.

Good Practice in Calculation

- ✓ Establish mental methods based on good understanding of place value in numbers and table facts.
- ✓ Link practical, mental and written methods.
- ✓ Make strong links of inverse operations of addition/subtraction and multiplication/division.
- ✓ Give children the opportunity to be able to complete calculations mentally.
- ✓ Gradually refine the written method to a more compact standard method.
- ✓ 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. (Encourage children to try mental methods first).
- ✓ Encourage children to identify the best method and make choices.
- ✓ Encourage children to use tools to support their learning e.g. number lines, 100 squares, until they are secure.

Solving a Calculation

Read the question

Understand the question

Choose an operation

Solve the question

Answer the question

Check your answer

PRACTICAL → **VISUAL** → **WRITTEN RECORDING**

Using hands on resources

Developing mental methods supported
by jottings and visual images.

Establishing written recording, moving
towards more efficient methods over time