



Calculation Policy

As recommended in the National Curriculum and the guidance set out by the National Centre of Excellence in Teaching of Mathematics, it is necessary to ensure consistency and progression of methods for calculation throughout the school.

This guidance provides teachers with a clear path of progression in calculation, allowing them to help children progress and identify stages of progression that children are struggling with. It is vital that children move through the progressions at their own pace; one which matches their capabilities in mathematics.

Through the effective teaching of calculation, teachers will develop children's fluency of:

- Basic number facts
- Mental calculation
- Written methods
- Understanding of the = symbol
- Understanding of inequality and equality
- Counting as well as calculating
- Patterns and connections
- Intelligent practice
- Working systematically
- Moving between the concrete and the abstract
- Mathematical reasoning
- Usage of correct mathematical terminology
- Procedural and conceptual understanding

Alongside the teaching of these calculations, children will: be offered opportunities to practice such methods; be encouraged to reason about strategies used and be provided with a range of non-routine problems to which they will apply their acquired skills.

In order to secure firm foundations in the development of good number sense, children in the Early Years and Foundation Stage will begin by following the Mastering Number project which will continue throughout years one and two. The aim is that children will leave Key Stage One with a fluency in calculation and a confidence and flexibility with number.

Teachers will combine effective models and images with the use of manipulatives to promote understanding. Accurate modelling of methods and strategies combined with our learning without limits pedagogy will allow children to 'find their own ways' of solving problems.

Early in KS2, children will be taught partitioning and recombining before being introduced to expanded methods for addition and subtraction and will use number lines for division. Children will be encouraged to check their calculations with the inverses to continue to deepen understanding of relationships between numbers. When ready, children will develop expanded methods into standard written form.