

Cawood Church of England Primary School

Maths Calculations Policy

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This policy outlines methods to be used when teaching the calculation elements of the Mathematics curriculum within Cawood Primary School. The aim is to ensure there is consistency of teaching throughout the school with progression from year to year clearly shown.

Children are introduced to the processes of calculation through practical, oral and mental activities. As children begin to understand the underlying ideas they develop ways of recording to support their thinking and calculation methods, use particular methods that apply to special cases, and learn to interpret and use the signs and symbols involved.

Over time children learn how to use models and images, such as empty number lines, to support their mental and informal written methods of calculation. As children's mental methods are strengthened and refined, so too are their informal written methods. These methods become more efficient and succinct and lead to efficient written methods that can be used more generally.

When faced with a calculation, children are able to decide which method is most appropriate and have strategies to check its accuracy. At whatever stage in their learning, it must still be underpinned by a secure and appropriate knowledge of number facts, along with those mental skills that are needed to carry out the process and judge if it was successful. The following guidance sets out the stages of development that lead to an efficient written method in the four areas of calculation. **Year groups have been shown against the most appropriate stage, however, this is only a guideline – teachers use their professional judgement to determine the stage that individual children should be working at.**

All adults who work with children in mathematics have a copy of the Calculations Guidance. A copy is also available in each classroom for supply teachers who work in school.

The overall aim is that when children leave Cawood Primary School they:

- have a secure knowledge of number facts and a good understanding of the four operations;

- are able to use this knowledge and understanding to carry out calculations mentally and to apply general strategies when using one-digit and two-digit numbers and particular strategies to special cases involving bigger numbers;
- make use of diagrams and informal notes to help record steps and part answers when using mental methods that generate more information than can be kept in their heads;
- have an efficient, reliable, compact written method of calculation for each operation that they can apply with confidence when undertaking calculations that they cannot carry out mentally;
- use a calculator effectively (although no longer a requirement in the Programmes of Study 2014), using their mental skills to monitor the process, check the steps involved and decide if the numbers displayed make sense.

Calculation methods are underpinned by the children's knowledge of rapid recall facts. It is essential therefore that the children are meeting the targets set for these in order to be able to apply the methods taught. A consistent, targeted programme of SMIRFs – Space Mission Instant Recall Facts – is used in Cawood School to provide children with regular practise of rapid recall facts.

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