



Shincliffe CE Primary School Maths Calculation Policy

INTRODUCTION

We believe that every member of our school community should feel valued, respected and treated as an individual, in accordance with our School Ethos Statement which states:

“Every member of the school community is valued as a child of God, made in his image and likeness. All are welcome and are encouraged to use their gifts and talents to contribute to the happy and caring environment we strive to create.”

School Ethos Statement

This policy is taken from the White Rose Maths Hub Calculation Policy. It is a working document and will be revised and amended as necessary. Progression within each area of calculation is in-line with the programme of study in the 2014 National Curriculum. This calculation policy should be used to support children to develop a deep understanding of number and calculation. This policy has been designed to teach children through the use of concrete, pictorial and abstract representations. It is intended that children will develop efficient, accurate and reliable methods of calculation, for all operations, that they can apply with confidence and understanding. Wherever possible, it is important for teachers to create real-life contexts for learning in Maths and to allow children to apply their skills, with the ambition of obtaining ‘mastery’ level. They should have access to the same curriculum content, where possible, and, rather than being extended with new learning, they should deepen their conceptual understanding by tackling challenging and varied problems. Similarly, with calculation strategies, children must not simply rote learn procedures but demonstrate their understanding of these procedures through the use of concrete materials and pictorial representations.

Mathematical Vocabulary

The 2014 National Curriculum explicitly focuses on the importance of children using the correct mathematical language as a central part of their learning (reasoning). It is essential that teaching using the strategies outlined in this policy is accompanied by the use of appropriate and precise mathematical vocabulary. New vocabulary should be introduced in a suitable context (for example, with relevant, real objects, apparatus, pictures of diagrams) and explained carefully. High expectations of the mathematical language used are essential, with teachers only accepting what is correct.

‘The quality and variety of language that pupils hear and speak are key factors in developing their mathematical vocabulary and presenting a mathematically justification, argument or proof.’
- 2014 Mathematics Programme of Study

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