

**SOUTH STREET PRIMARY SCHOOL**



## **Maths—Calculation**

Reviewed October 2016

**POLICY DOCUMENTATION**

# Calculation Policy

At South Street Primary School, we aim to make maths fun and teach it in many practical ways. We strive to ensure that children develop a range of number and problem solving skills that they can apply with confidence and independence within 'real life' situations.

The National Curriculum for mathematics (2014) aims to ensure that all pupils:

- Become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- Reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language.
- Can solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

## **Rationale**

This policy outlines when and how the varying elements of calculation need to be taught throughout school. The guidelines adhere to the National Curriculum requirements (2014) and link with the Gateshead TIPP's tracking document.

This policy has been informed by [educationGateshead](#) and the Guidance document:

## **Developing calculation across Key Stages 1 and 2.**

The document is arranged in two parts:

- Addition and subtraction
- Multiplication and division.

It is vital to ensure that elements are not taught discretely, but children are explicitly taught to see the links between the operations.

## **Aims:**

- To ensure the teaching and learning of calculation methods is consistent throughout school.
- To ensure appropriate progression in calculation methods, that are matched to a child's stage of development.
- To equip children with a range of strategies both mental and written for each operation.
- To promote independent decision making over which method to use when solving calculations, with the selection focused upon efficiency and accuracy.
- To ensure an appropriate balance between mental and written calculations.

## **Progression**

Children need to develop:

- A range of mental strategies for mental calculations.
- One compact standard method (for each number operation) for calculations that cannot be done mentally.

Progression in number skills is underpinned by:

- The ability to instantly recall a range of number facts and an understanding of how to use them to derive other related facts.
- An understanding of the number system (order and relative position of numbers, place value etc.) and of the four operations.

Mental strategies and rapid recall of facts form the basis of mental calculation. High priority needs to be given in Key stage 1 and year 3/4 to teach the rapid recall of number facts including number bonds (addition and subtraction) and multiplication tables and associated division facts).

**Please refer to Guidance Documents Part 1 & 2 for progression across year groups.**