



All Saints and Sharnford CE Primary School's
Calculation Policy
September 2020



At our schools, we believe that everyone is a Mathematician. We want pupils and their families to recognise Maths as a meaningful subject which is invaluable in their daily lives. We want pupils to have a confidence and passion for Maths as a creative subject, which they can pursue further. We embrace the Mastery curriculum which means children are given the time to explore and be fluent with ideas, before applying their knowledge to real life situations.

We understand that children learn best when they are thinking, doing and exploring. We want children to find links and patterns through the use of concrete apparatus, pictures and carefully chosen questions. There is a balance between teacher and pupil talk, enabling children to share knowledge, identify misconceptions, pose questions and challenge ideas. Within every concept there is an opportunity to; build fluency; reason and problem solve. Well planned lessons, which follow the White Rose guidance, allow children to build confidence and resilience before self-assessing and then choosing their own entry point to take their learning further. Time is taken to allow learners to reflect, learn from their mistakes and see the value in these. We use a variety of tools to allow pupils to remember and revisit previous learning; this strengthens their memory and allows them to apply their learning with confidence.

We look forward to our pupils leaving our schools with a respect and understanding of Maths and its relevance to all our lives. This includes looking at key people and events from the history of Maths. We aim to give children a lifelong confidence in Maths.

The documents attached set out the methods used for calculation in maths. The policy is taken from White Rose and clearly gives an overview of the consistent models and images which we use to support the teaching of different concepts. It provides explanations of the benefits of using these models and shows links between the operations. Each operation is then broken down into skills linked to year groups to support consistency throughout school. Finally, a glossary of terms is included to ensure we are using consistent and correct language across school.