

CALCULATION POLICY

Introduction

This calculation policy sets out the written calculation strategies that will be taught in our school. The teaching of calculation at The Devonshire Hill Primary School is done through oral, mental and practical activities. As the children begin to understand the underlying ideas they develop ways of recording to support their thinking and calculation methods. They also learn to interpret and use the signs and symbols involved. Children will learn, over time, how to use models and images such as empty number lines and Numicon to support their mental and written methods of calculation. A variety of calculation methods for each of the four mathematical operations – addition, subtraction, multiplication and division have been presented in the various Primary Strategies. This has the potential to cause confusion as children and teachers grapple to find the most efficient way of calculating hence the failure to teach and develop secure, accurate and efficient methods for children.

To address this issue we have significantly reduced the number of methods employed. This particularly applies to written calculation where we have agreed on the development of approaches for each operation which will build on children's mental strategies. Thus the aim is to ensure that the calculation methods are taught consistently throughout the school with progression from year to year clearly shown, leading to outstanding progress in the children's learning. Also to ensure that parents and carers can best support their children in their maths, reducing confusion and creating better 'number sense' in their children.

Aim

At The Devonshire Hill Nursery and Primary School we aim to ensure that children:

1. have an efficient and reliable written method of calculation for each operation that they can apply with confidence when undertaking calculations that they cannot work out mentally.
2. have a secure knowledge of number facts and a very good understanding of the four mathematical operations.
3. make use of diagrams and informal jottings to help record steps and part answers when using mental methods.
4. develop the ability to express themselves fluently, to talk about the subject with assurance, using correct mathematical language and vocabulary (as detailed in DfES 'Mathematical Vocabulary').
5. use a calculator effectively, using their mental skills to monitor the process, check the steps involved and decide if the numbers displayed make sense.

Objectives

The objectives in the new Primary National Curriculum show the progression in children's written methods of calculation in the strands

'Ma1 – Using and Applying Number' and 'Ma2 – Number and Algebra'.

<http://education.gov.uk/schools/teachingandlearning/curriculum/primary/b00199044/mathematics/ks1/m2>
<http://education.gov.uk/schools/teachingandlearning/curriculum/primary/b00199044/mathematics/ks2/m2>

We strongly recommend that other calculation methods are not practised by the children.