

St Mary's Priory Catholic Infant & Junior Schools

Calculation Policy

The aim of this policy is to ensure all children leave St Mary's Priory RC Infant & Junior Schools with a secure understanding of the four operations and can confidently use both written and mental calculation strategies for life experiences and further learning.

This policy states the required mental strategies and sets out the progression of written procedures that the children will use as they progress in their understanding of the four operations. Please note that in order for children to develop a full understanding of the written procedures, they must first have a firm understanding of place value.

It is expected that the majority of pupils will progress through the calculation stages as stated in this policy. Children progress at different speed and provision will be put in place to consolidate or accelerate pupils' learning when identified. However, children grasping concepts rapidly should be challenged through sophisticated and diverse problem solving for a deeper understanding before being accelerated through to a new content.

Furthermore, it is essential that at each stage, children are making choices about whether to use a mental or written method.

Finally, it is essential that the strategies in this policy are being taught through mathematical problems and activities that are contextualised, relevant and rich in key mathematical vocabulary.

Mathematical Vocabulary

It is essential that the children are exposed to and supported in developing quality and varied mathematical vocabulary. This will support them in accessing mathematical problems, as well as presenting mathematical justification, argument and reasoning.

Therefore, it is the teachers' responsibility to facilitate mathematical discussion within lessons through modelling the use of mathematical vocabulary and displaying it within their classrooms. Furthermore, visual and concrete resources should be used wherever possible to ensure the maths curriculum is accessible for all learners, especially EAL learners (see EAL policy).

Below is the list of vocabulary associated with each operation. Note that some pieces of vocabulary relate to various operations, so it is vital that the children become familiar with this vocabulary in appropriate contexts.

Addition and subtraction:	Multiplication and division:
add, addition, more, plus, increase, and, make, sum, total, altogether score, double, half, halve one more, two more, ten more etc... how many more to make... ? how many more is... than...? how much more is...?	lots of, groups of times, multiplication, multiply, multiplied by multiple of, product once, twice, three times etc... times as (big, long, wide, and so on) repeated addition array, row, column
subtract, take (away), minus, decrease, leave how many are left/left over? how many have gone? one less, two less... ten less etc... how many fewer is... than...? difference between, leave is the same as, inverse	double, halve, share, share equally one each, two each, three each etc... group in pairs, threes... tens equal groups of divide, division, divided by, divided into, divisible by, remainder, left, left over, factor, quotient, inverse

