



Ashleworth C of E and Churcham Primary School Calculations Policy



This policy contains the key written methods of calculations that are to be taught at both schools. It has been written to ensure that there is consistency and progression across and throughout both schools.

The overall aim is to ensure that when children leave primary school they:

- Have a secure knowledge of number facts and a good understanding of the four operations;
- Make use of diagrams and jottings to help record steps and part answers when using mental methods that generate more information than can be kept in their heads;
- Have an efficient, reliable, formal, written method of calculation for each operation that they can apply with confidence when undertaking calculations that they cannot carry out mentally.

They can select the method by asking themselves:

“Can I do this in my head?”

“Can I do this in my head using drawings or jottings?”

“Do I need to use a written method?”

Although the main focus of this policy is on formal written methods it is important to recognise that the ability to calculate mentally lies at the heart of maths as in every written method there is an element of mental processing.

Although each method will be taught in the year group specified, children should not be discouraged from using previously taught methods with which they are secure, while the new concepts are being embedded.

Examples of the formal written methods that we teach for each of the four operations are outlined on the following pages.

When are children ready for written calculations?

Addition and subtraction

- Do they know addition and subtraction facts to 20?
- Do they understand place value and can they partition numbers?
- Can they add three single digit numbers mentally?
- Can they add and subtract any pair of two digit numbers mentally?
- Can they explain their mental strategies orally and record them using informal jottings?

Multiplication and division

- Do they know the 2, 3, 4, 5 and 10 time table
- Do they know the result of multiplying by 0 and 1?
- Do they understand 0 as a place holder?
- Can they multiply two and three digit numbers by 10 and 100?
- Can they double and halve two digit numbers mentally?

- Can they use multiplication facts they know to derive mentally other multiplication facts that they do not know?
- Can they explain their mental strategies orally and record them using informal jottings?

Written – January 2015

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Governor Approval:

Signed.....

Position.....

Date.....