ST. IULIE CATHOLIC PRIMARY SCHOOL - ECCLESTON

MISSION STATEMENT

St Julie Catholic Primary School..
A caring, family school where we learn, grow and walk in the footsteps of Jesus.

In consequence of our school mission it is a fundamental aim of St. Julie's to be an inclusive school. To be a school which:-

- Has a sense of community
- Provides equal opportunities
- Offers partnership between school parents and parish
- Reflects upon the teachings of Christ and puts them into practice
- Values all members of the school community
- Its members show respect for themselves and each other
- Is a caring community.

We define an inclusive school as one where...

- Everyone, irrespective of age, gender, ability or disability, race or religion is encouraged and given equal opportunity to participate in the full life of the school,
- All members of the school community are given the opportunity and support to achieve their true potential,
- All members of the school community, and the contributions they make to the life of the school, are valued and where everyone is treated with mutual respect, care and consideration, and
- Everyone feels empowered to play a full an effective role in the school.

INTRODUCTION

This calculation policy has been written in line with the programmes of study taken from the **National Curriculum for Mathematics 2014.** It provides guidance on appropriate calculation methods and progression. Please note that early learning in number and calculation in Reception follows the 'Development Matters' EYFS document, and this calculation policy is designed to build on progressively from the content and methods established in the Early Years Foundation Stage.

AGE STAGE EXPECTATIONS

This calculation policy is organised according to age stage expectations as set out in the National Curriculum 2014, **however it is vital that pupils are taught according to the stage that they are currently working at,** being moved onto the next level as soon as they are ready, or working at a lower stage until they are secure enough to move on.

Teachers are not limited to the age group that they are teaching and will frequently need to refer to lower or more advanced stages in order to support the needs of the children.

AIMS OF THE POLICY

- To ensure consistency and progression in our approach to calculation.
- To ensure that children develop an efficient, reliable, formal written method of calculation for all operations.
- To ensure that children can use these methods accurately with confidence and understanding.

HOW TO USE THIS POLICY

- Use this policy as the basis of your planning but ensure you use previous or following years' guidance to allow personalised learning.
- Always use Assessment For Learning to identify suitable next steps in calculation for groups of children.
- If, at any time children are making significant errors, return to the previous stage in calculation.
- Always use suitable resources, models and images to support children's understanding of calculation and place value, as appropriate.
- Encourage children to make sensible choices about the methods they use when solving problems.

PROVIDING A CONTEXT FOR CALCULATION

It is important that any type of calculation is given real life context or problems solving approach to help build children's understanding of the purpose of calculation, and to help them recognise when to use certain operations and methods when faced with problems. This should be a priority within calculation lessons.

CHOOSING A CALCULATION METHOD

Children need to be taught and encouraged to use the following processes in deciding what approach they will take to a calculation, to ensure they select the most appropriate method for the numbers involved:

They will do this 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 pencil and paper procedure?

The National Curriculum for Mathematics 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.

[Mathematics Programmes of Study for Key Stage 1-2 2014]