**ST JULIE CATHOLIC PRIMARY SCHOOL**

**ECCLESTON**



Calculation Policy

Reviewed by Governing Body and staff

December 2022

**ST JULIE CATHOLIC PRIMARY SCHOOL**

**MISSION STATEMENT:**

***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:

* Is a caring community
* Provides and respects equal opportunities
* Offers partnership between school parents and parish
* Reflects upon the teachings of Christ and puts them into practice
* Values all of the school community
* Its members show respect for themselves, each other and their learning environment

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; everyone is treated with mutual respect, care and consideration
* Everyone feels empowered to play a full an effective role in the school.

**Intent**

At St. Julie we aim to inspire all children to reach their full academic potential. In mathematics this means ensuring a curriculum that is fully inclusive of all children which:

* Develops children’s knowledge and understanding of Mathematical concepts whilst enabling them to practice and hone skills and methods
* Enables them to think critically and communicate their understanding
* Gives them opportunities to apply learnt mathematical skills in different contexts across the curriculum
* Provides opportunities to develop problem solving skills useful for maths and across the curriculum

This policy is set within the context of the school’s vision, aims and policy on teaching and learning. As a result of their learning in mathematics and problem solving across the curriculum children will:

* Be prepared for applying their skills effectively in everyday life situations, in their future learning and in the work place
* Have the building blocks in place and to provide a solid foundation to lead onto secondary, further and higher education

The purpose of mathematics in our school is to develop:

* A positive attitude towards mathematics and an awareness of the relevance of

mathematics in the real world

* Competence and confidence in mathematical knowledge, concepts and skills
* An ability to solve problems, to reason, to think logically and to work systematically and accurately
* Initiative and an ability to work both independently and in cooperation with others
* Confident communication of maths where pupils ask an answer questions, openly share work and learn from mistakes
* An ability to use and apply mathematics across the curriculum and in real life
* An understanding of mathematics through a process of enquiry and investigation

**Calculation Policy Introduction**

**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.

**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?

















































