St. John Fisher Catholic Primary School

Growing through God, we learn, laugh and

Intention, Implementation and Impact

The intention, in producing a Calculation Policy, is to ensure both the consistency of teaching throughout the school and to help teachers identify the next steps each child should be taking to make the required progress. When implemented, children from year to year, will hear the same words and phrases and are given support in the same manner, and same order, to avoid confusion. This policy should be read in conjunction with the main maths policy where the intent, implementation and impact are dealt with more fully.

Content

The policy includes the progression from informal / practical methods of recording to written methods for each of the four operations.

Context

The National Curriculum Framework provides a structured and systematic approach to the teaching of number, as one of the 'domains' within the programs of study. There is a considerable emphasis on the understanding of mathematical concepts. If this is followed, the intended impact is for children to be able to both apply the skills they learn and express their understanding fluently using mathematical language.

Mental recall of facts is an essential part of this process, however, informal written recording should take place regularly as an important part of learning and understanding. More formal written methods should be taught in line with the Framework, but alongside those informal methods so that children see how one reflects the other.

Children should be provided with practical resources at all ages that will support their learning. In addition, children should be taught to apply their learning to both routine and non-routine problems, and across all areas of the mathematical domains and the wider curriculum.

Within the prescribed teaching for each year group, extension activities should seek to broaden the children's application and understanding; challenge them; and emphasis those connections across the curriculum, rather than extend into new content. There is a separate policy (Maths in the Curriculum) which identifies areas where maths can be used in context, and at an age-appropriate level, within subjects other than maths.

Parents

Parents should have access to this policy so that they understand the stages in their children's learning and homework sheets and termly curriculum letters should reflect the policy.

The Children

The overall aim within the teaching of calculations is to ensure that the children are able to apply their knowledge independently and then explain their mathematical thought process. It is important that children do not abandon jottings and mental methods once pencil and paper procedures are introduced. Therefore, children will always be encouraged to look at a calculation/problem and then decide: which is the best method to choose?

‘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 long-term aim is for children to be able to identify the requirements of a question, the appropriate calculation necessary, and select an efficient method of their choice (whether this be mental, informal jottings or formal written methods) that is appropriate to the given task.

In addition, children should be able to trust the validity of their answer, by first estimating before completing a task, then by checking, often using an inverse operation.

At key points through their learning there will be explicit language that the children will be expected to use, and number and multiplication facts that they will be expected to know by heart.

Children who make persistent mistakes should return to the method that they can use accurately until ready to move on. New teaching should refer back to previous calculation methods. This helps reinforce understanding and reminds children that they have an alternative to fall back on if they are having difficulties.

The children should be exposed to calculators and other ICT equipment and software from an early age. However, the effective and accurate use of calculators is not part of the National Curriculum Framework for Key Stage 2. Calculators are only used consistently at the end of year six, and only then as part of the transition process and the preparation of the children for secondary school.

The 4 Operations

This policy focuses on the four operations of addition, subtraction, multiplication and division and includes a list of the key mental maths skills that support written methods.

For each operation, there are four stages, starting with the practical methods that support conceptual understanding moving through to methods that allow children to demonstrate efficiency in procedural approaches. It is important to emphasise that alternative methods may be more appropriate for certain calculations and that informal methods currently used successfully in schools may continue to be used as they support the raised expectations in calculation outlined in this policy.

Addition

Written methods for addition

It is important that children’s mental methods of addition are practised on a regular basis and secured alongside their learning and use of written methods of addition.

The aim is that children use mental methods when appropriate, but for calculations that they cannot do in their heads they use a written method accurately and with confidence.

Children are taught and acquire secure mental methods of calculation and one written method of calculation for addition which they know they can rely on when mental methods are not appropriate.

This policy shows the possible stages of each written method for addition, each stage building towards a more refined method.

There are some key basic skills that children need, in order to help with addition, which include:

- counting
- estimating
- recalling all addition **pairs** to 10, 20 and 100 (7 + 3 = 10, 17 + 3 = 20, 70 + 30 = 100)
- knowing number **facts** to 10 (6 + 2 = 8)
- adding mentally a series of one-digit numbers (5 + 8 + 4)
- adding multiples of 10 (60 + 70) or of 100 (600 + 700) using the related addition fact, 6 + 7, and their knowledge of place value
- partitioning two-digit and three-digit numbers into multiples of 100, 10 and 1 in different ways (432 into 400 + 30 + 2 and also into 300 + 120 + 12)
- understanding and using addition and subtraction as inverse operations

Using and applying is a key theme and one of the aims of National Curriculum and before children move onto the next stage in written calculation it is important that their skills are broadened through their use and application in a range of contexts. These are:

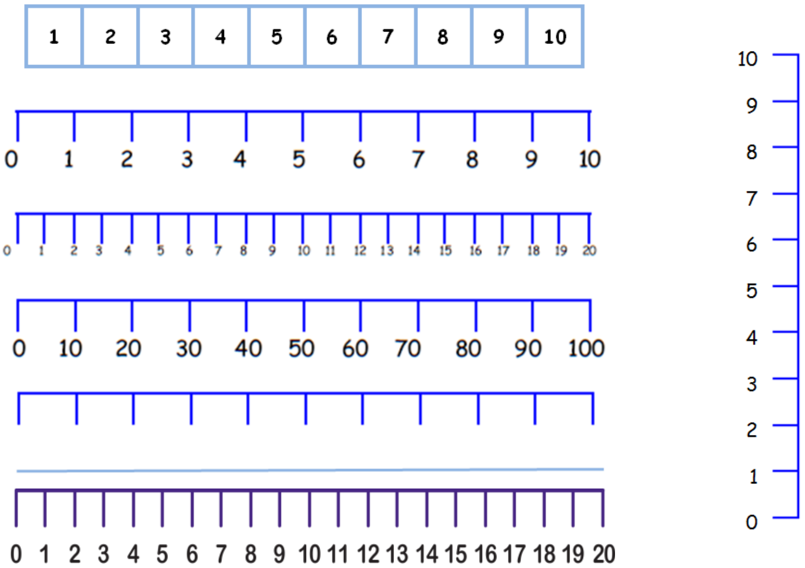
- using inverse
- using units of measure including money and time
- missing box questions
- 1 step word problems
- 2 step word problems
- open ended investigations

This is further explained in appendix 1.

Stage 1: Practical (combining) and adding on (increasing)

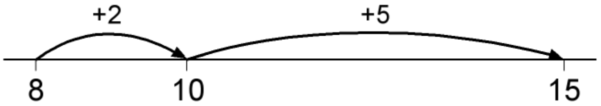
Prior to recording addition steps on a number line, children will work practically with equipment where they are **combining** sets of objects. As they become more confident, this practical addition of sets of objects will be mirrored on a number line so that the two are being done together and children are **adding on**. This will prepare them for the abstract concept of adding numbers rather than objects.

Stage 2: Number tracks and number lines



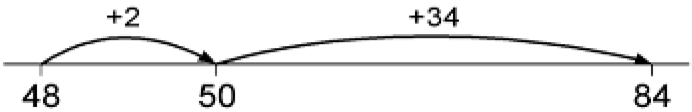
Steps in addition can be recorded on a number line. The steps often bridge through a multiple of 10 and, this is more efficient if children know how to partition 1-digit numbers.

8 + 7 = 15



In this example, 7 has been partitioned into 2 and 5 which makes bridging through 10 more efficient

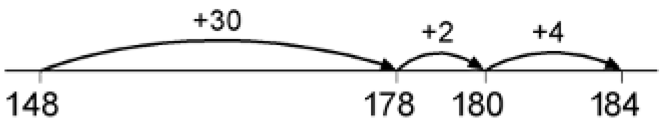
48 + 36 = 84



or

In these examples, the 6 in 36 has been partitioned into 2 and 4 which makes bridging through 10 more efficient

148 + 36 = 84



With practice, children will need to record fewer jumps

Stage 3: Partitioning (expanded columnar method)

Partition both numbers into tens and units or hundreds, tens and units (using a grid makes this easier).

48 + 36 = 84

	40	8	
+	30	6	
	70	^{1}4	84

148 + 36 = 184

	100	40	8	
+		30	6	
	100	70	^{1}4	184

This builds on children's mental maths skills of partitioning and recombining
40 + 30 = 70
8 + 6 = 14
48 + 36 = 84

Stage 4: Efficient (column method)

$$\begin{array}{r} 48 \\ +\,36 \\ \hline 84 \\ \hline 1 \end{array} \qquad \begin{array}{r} 148 \\ +\;\;36 \\ \hline 184 \\ \hline 1 \end{array} \qquad \begin{array}{r} 48.56 \\ +\,32.23 \\ \hline 80.79 \\ \hline 1 \end{array}$$

Children should be encouraged to estimate their answers first

Column addition remains efficient when used with larger whole numbers or decimals, and when adding more than two numbers, once learned, the method is quick and reliable.

Subtraction

Written methods for Subtraction

It is important that children's mental methods of subtraction are practised on a regular basis and secured alongside their learning and use of written methods of subtraction.

The aim is that children use mental methods when appropriate, but for calculations that they cannot do in their heads they use a written method accurately and with confidence.

Children are taught and acquire secure mental methods of calculation and one written method of calculation for subtraction which they know they can rely on when mental methods are not appropriate.

This policy shows the possible stages of each written method for subtraction, each stage building towards a more refined method.

There are some key basic skills that children need to help with subtraction, which include:

- counting
- estimating
- recalling all addition **pairs** to 10, 20 and 100
  - along with their inverses (7 + 3 = 10, 10 – 3 = 7, 17 + 3 = 20, 20 – 3 = 17, 70 + 30 = 100, 100 – 30 = 70)
  - and related facts (10 – 3 = 7, 10 – 7 = 3, 20 – 3 = 17, 20 - 17 = 3, 100 – 30 = 70, 100 – 70 = 30)
- knowing number **facts** to 10 and their inverses (6 + 2 = 8, 8 - 2 = 6)
- subtracting multiples of 10 (160 - 70) using the related subtraction fact, 16 - 7, and their knowledge of place value
- partitioning two-digit and three-digit numbers into multiples of 100, 10 and 1 in different ways (432 into 400 + 30 + 2 and also into 300 + 120 + 12)
- understanding and using subtraction and addition as inverse operations

Using and applying is a key theme and one of the aims of National Curriculum and before children move onto the next stage in written calculation it is important that their skills are broadened through their use and application in a range of contexts. These are:

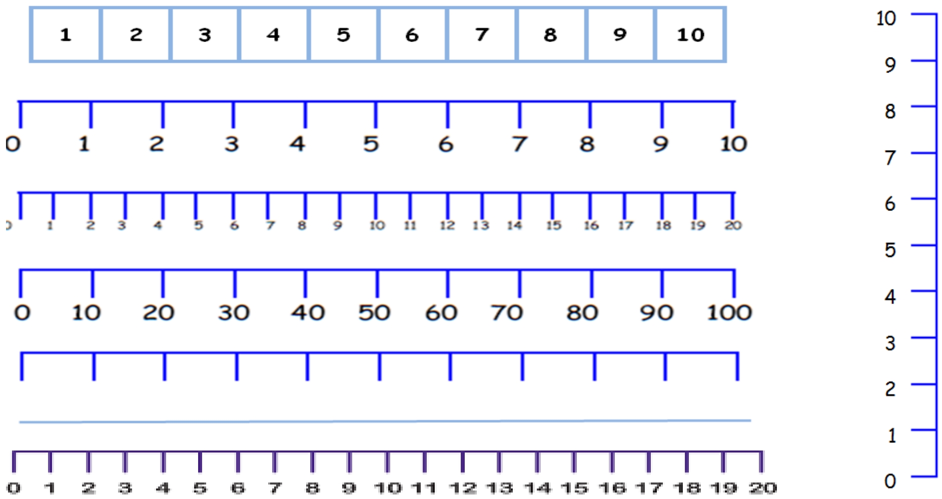
- using inverse
- using units of measure including money and time
- missing box questions
- 1 step word problems
- 2 step word problems
- open ended investigations

This is further explained in appendix 1.

Stage 1: Practical (taking away)

Prior to recording subtraction steps on a number line, children will work practically with equipment where they are 'taking away' a small group from a larger set of objects. As they become more confident, this practical subtraction will be mirrored on a number line so that the two are being done together. This will prepare them for the abstract concept of subtracting numbers rather than objects.

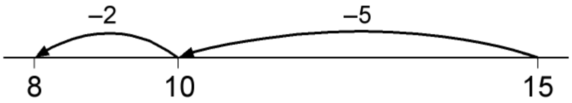
Stage 2 Number tracks and number lines



Counting back (to be introduced before counting up)
Steps in subtraction can be recorded from right to left on a number line. The steps often bridge through a multiple of 10 and, this is more efficient if children know how to partition 1-digit numbers.

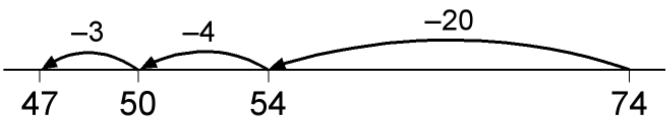
Partition the second number only

15 – 7 = 8

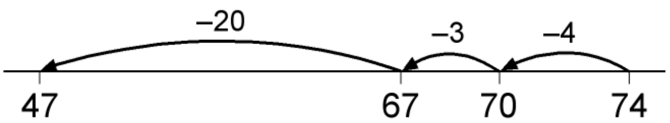


In this example, 7 has been partitioned into 2 and 5 which makes bridging through 10 more efficient

74 – 27 = 47

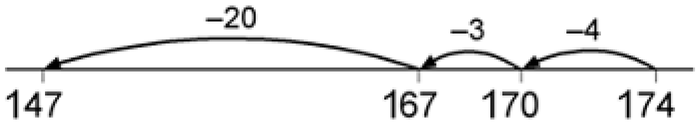


or



In these examples, 27 has been partitioned into tens and units then the 7 in 27 has been partitioned into 3 and 4 which makes bridging through 10 more efficient

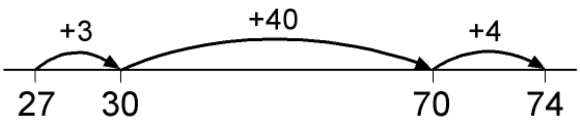
174 – 27 = 147



With practice, children will need to record fewer jumps.

Counting up (to be introduced after counting back)

Steps in subtraction can be recorded from left to right on a number line. The steps often bridge through a multiple of 10.



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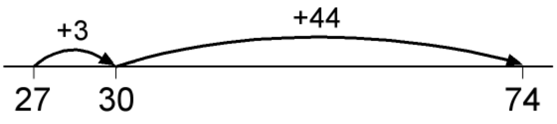


When carrying out money calculations that involve finding change or when calculating time duration, children should use this method

With practice, children will need to record fewer jumps.

They will decide whether to count back or forwards, seeing both as **'finding the difference'**.

It is useful to ask children whether counting up or back is the more efficient for calculations such as:

- 57 – 12 (counting back)
- 86 – 77 (counting up)

Stage 3: Partitioning (expanded columnar method)

Partition both numbers into tens and units or hundreds, tens and units (using a grid makes this easier).

74 – 27 = 47

	60 $\cancel{70}$	$^{1}4$	
–	20	7	
	40	7	47

174 – 27 = 147

100	60 $\cancel{70}$	$^{1}4$	
	20	7	
100	40	7	147

Stage 4: Efficient (column method)

$$\begin{array}{r} {}^{6}\cancel{7}{}^{1}4 \\ -\ 27 \\ \hline 47 \\ \hline \end{array} \qquad \begin{array}{r} 1{}^{6}\cancel{7}{}^{1}4 \\ -\ \ 27 \\ \hline 147 \\ \hline \end{array} \qquad \begin{array}{r} 48.56 \\ -\ 32.23 \\ \hline 16.33 \\ \hline \end{array}$$

Children should be encouraged to estimate their answers first

Column subtraction remains efficient when used with larger whole numbers or decimals, once learned, the method is quick and reliable.

Multiplication

Written methods for multiplication

It is important that children's mental methods of multiplication are practised on a regular basis and secured alongside their learning and use of written methods of multiplication.

The aim is that children use mental methods when appropriate, but for calculations that they cannot do in their heads they use a written method accurately and with confidence.

Children are taught and acquire secure mental methods of calculation and one written method of calculation for multiplication which they know they can rely on when mental methods are not appropriate.

This policy shows the possible stages of each written method for multiplication, each stage building towards a more refined method.

There are some key basic skills that children need to help with multiplication, which include:

- counting
- estimating
- understanding multiplication as repeated addition
- recalling all multiplication facts to 12 × 12 (by the end of year 4)
- partitioning numbers into multiples of one hundred, ten and one
- working out products (70 × 5, 70 × 50, 700 × 5, 700 × 50) using the related fact 7 × 5 and their knowledge of place value
- adding two or more single-digit numbers mentally
- adding multiples of 10 (60 + 70) or of 100 (600 + 700) using the related addition fact, 6 + 7, and their knowledge of place value
- understanding and using division and multiplication as inverse operations

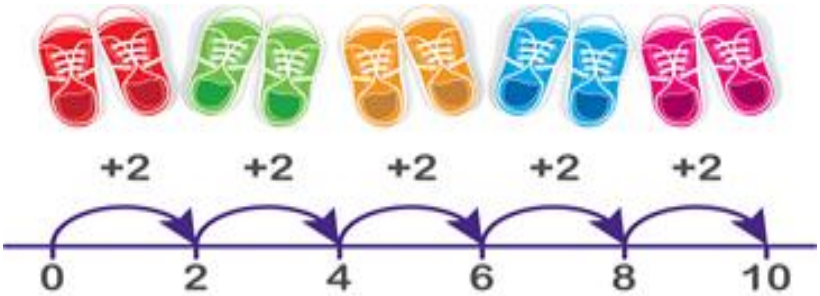
Using and applying is a key theme and one of the aims of National Curriculum and before children move onto the next stage in written calculation it is important that their skills are broadened through their use and application in a range of contexts. These are:

- using inverse
- using units of measure including money and time
- missing box questions
- 1 step word problems
- 2 step word problems
- open ended investigations

This is further explained in appendix 1.

Stage 1: Practical (repeated addition)

Children will work practically with equipment grouping objects to see multiplication as repeated addition. As they become more confident, this practical grouping of objects will be mirrored on a number line using the vocabulary '*lots of*', '*groups of*', '*how many lots*', '*how many times'* so that the two are being done together. This will prepare them for the abstract concept of multiplying numbers rather than objects.



This image can be expressed as:

2 multiplied by 5

two, five times

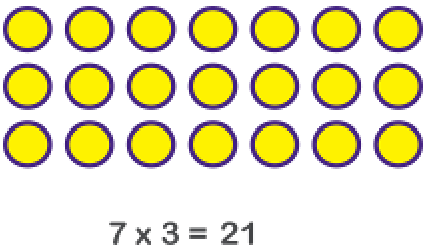
5 groups of 2

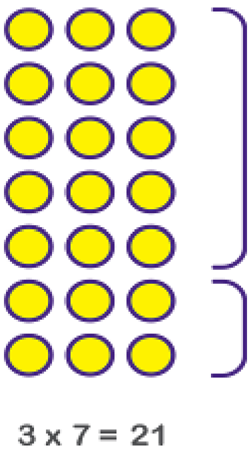
5 lots of 2

5 jumps of 2 on a number line

Stage 2: Practical and pictorial arrays (towards grid method)

Children use arrays to demonstrate their understanding of commutativity for multiplication facts





Children use their knowledge of known multiplication tables

This 3 x 7 array can also be seen as 3 x 5 add 3 x 2

Stage 3: Partitioning (grid method)

24 x 3 = 72

X	20	4	
3	60	12	72

24 x 32 = 768

X	20	4	
30	600	120	720
2	40	8	48
			768

Stage 4 Efficient (column method)

24 x 3 = 72

```
  24
x  3
  72
 1
```

1241 x 3 = 3723

```
 1241
x   3
 3723
  1
```

Stage 5 Efficient (column method)

24 x 32 = 768

```
   24
 x 32
   48
  720
    1
  768
```

1245 x 13

```
  1245
x   13
  3735
 12450
 16185
```

In the examples given, it is also correct to multiply starting with the tens digit (i.e. multiplying by the most significant digit first)

Division

Written methods for division

It is important that children's mental methods of division are practised on a regular basis and secured alongside their learning and use of written methods of division.

The aim is that children use mental methods when appropriate, but for calculations that they cannot do in their heads they use a written method accurately and with confidence.

Children are taught and acquire secure mental methods of calculation and one written method of calculation for division which they know they can rely on when mental methods are not appropriate.

This policy shows the possible stages of each written method for division, each stage building towards a more refined method.

There are some key basic skills that children need to help with division, which include:

- counting
- estimating
- understanding division as repeated subtraction
- understanding that division skills apply to both **'sharing'** and **'grouping'**
- partitioning two-digit and three-digit numbers into multiples of 100, 10 and 1 in different ways (432 into 400 + 30 + 2 and also into 300 + 120 + 12)
- recalling multiplication and division facts to 12 × 12
- recognising multiples of one-digit numbers and dividing multiples of 10 or 100 by a single-digit number using their knowledge of division facts and place value
- knowing how to find a remainder working mentally, for example, find the remainder when 48 is divided by 5
- understanding and using division and multiplication as inverse operations

Using and applying is a key theme and one of the aims of National Curriculum and before children move onto the next stage in written calculation it is important that their skills are broadened through their use and application in a range of contexts. These are:

- using inverse
- using units of measure including money and time
- missing box questions
- 1 step word problems
- 2 step word problems
- open ended investigations

This is further explained in appendix 1.

Stage 1: Practical (sharing)

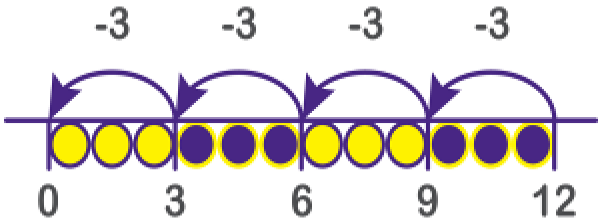
Children will work practically with equipment sharing objects one to one.

12 cakes are shared equally between 3 people

Stage 2: Number lines (grouping)

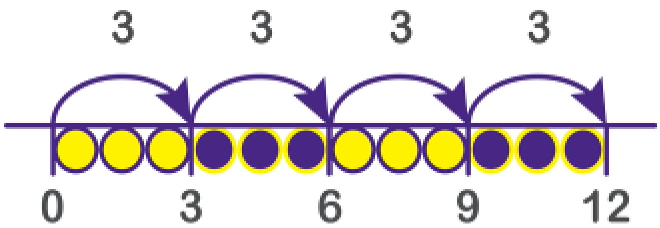
Children will move from sharing objects practically to grouping them, this will be mirrored on a number line, working from right to left so that they see division as repeated subtraction. This will prepare them for the abstract concept of dividing numbers rather than objects.

Each cake box holds 3 cakes, if I have 12 cakes, how many cake boxes will I need?



How many times can I subtract 3 from 12?

Using their knowledge of the inverse relationship between multiplication and division, children can use their multiplication tables when grouping on a number line, working from left to right.



How many groups of 3 are there in 12?

First without and then with remainders and ensuring that divisors offer an appropriate level of challenge.

Stage 3: Short division

372 ÷ 3 = 124

124
3 | 3 7 ^{1}2

432 ÷ 15 = 28 r12

28 r12
15 | 4 3 ^{13}2

359 ÷ 4 = 86 r 3

89 r3
4 | 3 5 ^{3}9

89 ¾

remainder
as a fraction

89.75

remainder
as a decimal

Stage 4: Long division

560 ÷ 24 = 23 r8

23 r8
24 | 560
48
80
72
8

432 ÷ 15 = 28 r12

2 8 · 8
1 5 | 4 3 2 · 0
3 0
1 3 2
1 2 0
1 2 0
1 2 0
0

$(12 \div 15 = 0.8)$
remainder as a decimal

2 8 $\frac{4}{5}$
1 5 | 4 3 2
3 0
1 3 2
1 2 0
1 2
1 2

$(0.8 = \frac{4}{5})$
remainder as a fraction

Date: Autumn 2022 **Review: Autumn 2023**

Appendix One

The Calculation Sequence – applying the skills

The Sequence	**Prompts**	**Planning**
Provide an estimate for the calculation	Using knowledge of number and the number system, rounding and approximating, make a reasonable estimate.	
Teach the calculation skill	What is the objective you are teaching? Include example questions, increasing in complexity, for both operations.	
Ensure you have taught the inverse	Plan example questions, increasing in complexity. Ensure methods used are in line with school calculation policy. Check that children understand that inverse can also be used to check calculations	
Devise similar calculations but include units	Which units do you need to include? Check the measures applicable to your year group for length, weight, capacity, money and time.	
Complete missing box questions	Include units in these questions as above. The box may cover single digits or an entire number. Vary the position of the missing box within the calculation.	
Complete word problems, 1 and 2 step, including units	Write problems, ensuring the numbers are sized correctly in line with the objective and that units are also used. Allow the children the opportunity to create their own word problem questions for other children to solve.	
Provide opportunities for open ended investigations and to respond to a given statement eg all answers in the two times table are even	Plan investigations where there is a range of possible answers, or where there is no possible answer, but where evidence is required in support of the children's thinking.	
Complete brainteasers and puzzles in diagrammatic form or worded in a more complex manner.	Numbers may or may not be age appropriate, but the context, reasoning or logic required to complete the exercise will stretch the children.	

Appendix Two

Progression across the year groups
Addition

	Typical calculations	Suitable methods
Y1	U+U TU + U (to 20 including zero)	Practical Number line
Y2	TU + U TU + multiples of 10 TU + TU U + U + U	Practical Number line Expanded columnar
Y3	HTU + U HTU + TU HTU + HTU	Number line Expanded columnar Column
Y4	THTU + HTU THTU + THTU	Expanded columnar Column
Y5	THTU.t + THTU.t THTU.th + THTU.th	Expanded columnar Column
Y6	THTU.tht + THTU.tht	Column

Progression across the year groups
Subtraction

	Typical calculations	Suitable methods
Y1	U-U TU -U (to 20 including zero)	Practical Number line
Y2	TU -U TU -multiples of 10 TU -TU U -U -U	Practical Number line Expanded columnar
Y3	HTU -U HTU – TU HTU -HTU	Number line Expanded columnar Column
Y4	THTU -HTU THTU -THTU	Expanded columnar Column
Y5	THTU.t -THTU.t THTU.th -THTU.th	Expanded columnar Column
Y6	THTU.tht -THTU.tht	Column

Progression across the year groups
Multiplication

	Typical calculations	Suitable methods
Y1	U x U	Practical (repeated addition) Practical and pictorial arrays
Y2	U x U	Practical (repeated addition) Practical and pictorial arrays
Y3	TU x U	Grouping on a number line progressing into Expanded (grid) and into Short
Y4	TU x U HTU x U	Expanded (grid) progressing into Short
Y5	HTU x U THTU x U TU x TU	Expanded (grid) progressing into Short Expanded (grid) progressing into Long
Y6	THTU x U TU x TU HTU x TU THTU x TU U.t x U U.th x U U.t x TU U.t x TU	Short Expanded (grid) progressing into Long Long Expanded (grid) progressing into Short Expanded (grid) progressing into Long

Progression across the year groups
Division

	Typical calculations	Suitable methods
Y1	U ÷ U TU ÷ U	Practical sharing Number-line grouping
Y2	U ÷ U TU ÷ U	Practical sharing Number-line grouping
Y3	TU ÷ U	Grouping on a number line progressing into Short
Y4	TU ÷ U HTU ÷ U	Grouping on a number line progressing into Short Short (remainders to be expressed as r)
Y5	HTU ÷ U THTU ÷ U	Short (remainders to be expressed as r, then as a fraction and as a decimal)
Y6	THTU ÷ U HTU ÷ TU THTU ÷ TU U.th ÷ U TU.th ÷ U HTU.th ÷ U THTU.th ÷ U	Short (remainders to be expressed as r, then as a fraction and as a decimal) Long (remainders to be expressed as r, then as a fraction and as a decimal) Short (remainders to be expressed as a decimal)