



**St Chad's Primary School**  
**Mathematics Calculation Policy 2020-2021**

**School Mission Statement:**

**"At St Chad's we grow in the light of Christ, to share his love and reflect the gospel values"**

This calculation policy sets out the methods used to help our pupils with calculations and has been devised to meet requirements of the National Curriculum 2014 for the teaching and learning of mathematics. It is also designed to give pupils a consistent and smooth progression of learning in calculations across the school, taking into account White Rose Maths.

Pupils are taught strategies to develop and strengthen their mental agility on a daily basis. They also need to be able to apply written calculation skills in order to:

- represent work that has been done practically
- support, record and explain mental calculation
- keep track of steps in a longer task
- work out calculations that are too difficult to do mentally.

The Calculation Policy shows methods that pupils will be taught within their respective year group. It is shown in teaching order. Children should be confident in choosing and using a strategy that they know will get them to the correct answer as efficiently as possible; pupils are free to choose their preferred method to solve calculations.

### **Concrete, Visual, Abstract:**

A key principle behind the Maths Mastery approach and the White Rose Maths activities is the concrete, visual and abstract approach. Pupils are first introduced to an idea or skill by working with real objects (a hands-on approach). Pupils then are moved onto the visual stage, where they are encouraged to relate the concrete understanding to pictorial representations. The final abstract stage is for pupils to represent problems by mathematical notation. Whilst this calculation policy aims to show the CPA approach to the different calculations, it is not always noted further up the year groups. However, it is expected that the CPA approach is used continuously in all new learning and calculations even when not noted.

See Appendix 1

