



Lawn Primary and Nursery School

MATHS CALCULATION POLICY

Teachers in Charge: Maths Co-ordinator	
Review Date: Autumn 2027	
Policy History	
<i>Summer 2015</i>	<i>First created and approved</i>
<i>Autumn 2018</i>	<i>Calculation methods changed to bring in line with expectations in KS2 SATs</i>
<i>Spring 2021</i>	<i>Updated to bring in line with White Rose Schemes of Learning</i>
<i>Autumn 2024</i>	<i>Updated according to our Do It, Secure It, Deepen It questions and APE extensions.</i>
Statutory Guidance: P scales: attainment targets for pupils with SEN KS1 and KS2: assessment and reporting arrangements (ARA)	
Supporting Policies	
Teaching & Learning	
Marking	
Maths	

Calculation Policy

Aims and background

The National Curriculum for maths aims to ensure that children:

- 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

Being able to calculate effectively underpins all three aims. At Lawn Primary School, pupils are introduced to calculating through practical, oral and mental activities. As pupils become more able to record their thinking, their mental methods are strengthened and informal written methods are introduced. These methods become increasingly efficient and refined, leading to the use of traditional compact written methods.

Recording is done in squared maths books, where daily activities largely follow a “Do it, Secure it, Deepen it” approach. This gives children the opportunity to move their thinking from concrete to pictorial to abstract in a single lesson. The three skills can also be broken down and practised across several lessons if needed.

Problem solving and reasoning skills are enhanced through “APE” (Answer, Prove, Explain) questions which require children to think deeper and clearly explain their reasoning, make links and also noticed patterns where possible. They are encouraged to answer in full sentences. APE questions are open-ended and therefore give way to multiple answers and explanations.

The aim of the policy is to ensure all members of our school community – teachers, parents and children – understand the progression through the stages of developing fluency with written methods. This will ensure it is taught, explained and understood in a way which is systematic and consistent.

To facilitate this and to complement the White Rose Schemes of Learning - our primary planning tool - we have also adopted the White Rose calculation policies for Addition and Subtraction, and Multiplication and Division.