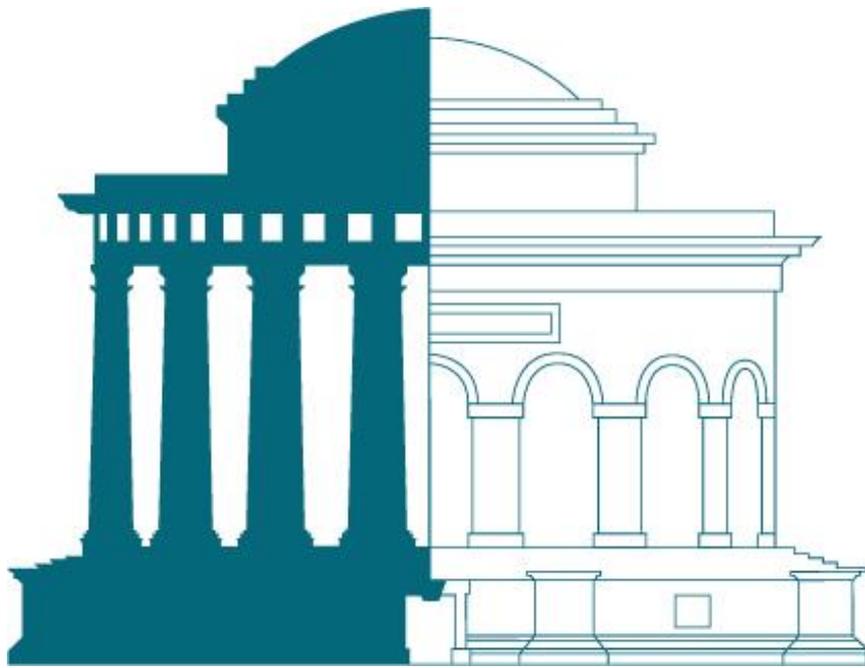


# Calculations Policy for Mathematics



**NICHOLAS HAWKSMOOR  
PRIMARY SCHOOL**

## **Nicholas Hawksmoor Primary School Calculations Policy**

### **Introduction**

This document contains the key pencil and paper procedures that are taught at Nicholas Hawksmoor. It has been written to ensure consistency and progression throughout the school. You will notice that year groups have not been specified for each procedure, as children will be taught new strategies and progress through the stages when they are ready, confident and understand the mathematical theory behind the practice. It is very important that children are not taught new methods before they fully understand the mathematics behind them.

Although the main focus of this policy is on pencil and paper procedures it is important to recognise that the ability to calculate mentally lies at the heart of mathematics.

Mental calculation is not at the exclusion of written recording and should be seen as complementary to and not as separate from it. In every written method there is an element of mental processing.

Sharing written methods with the teacher encourages children to think about the mental strategies that underpin them and to develop new ideas. Therefore written recording helps children to clarify their thinking and supports and extends the development of more fluent and sophisticated mental strategies.

During their time at Nicholas Hawksmoor, children will be encouraged to see mathematics as both a written and spoken language. Teachers will support and guide children through the following important stages:

- developing the use of pictures and a mixture of words and symbols to represent numerical activities;
- using standard symbols and conventions;
- use of jottings to aid a mental strategy;
- use of pencil and paper procedures;
- use of a calculator.

The long-term aim is for children to be able to select an efficient method of their choice that is appropriate for a given task. They will always be encouraged to look at a calculation/problem and then decide which is the best method to use to solve it. They should do this by always 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?'
- 'Do I need a calculator?'

By the end of Year 6, children will have a range of calculation methods, both mental and written, and selection of which to use will depend upon the numbers involved.