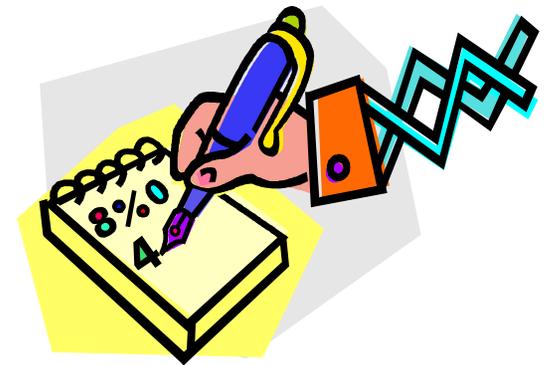
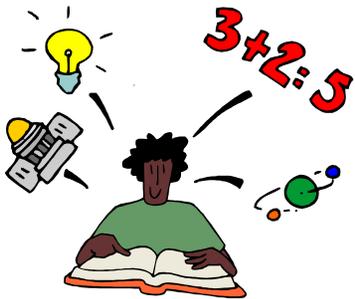


Written Calculation Policy

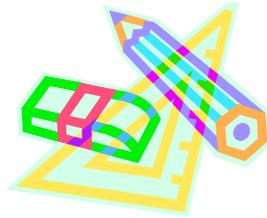
Foundation Stage & Key Stages 1 & 2

Glenmere Primary School





Glenmere Primary School Pencil and paper procedures



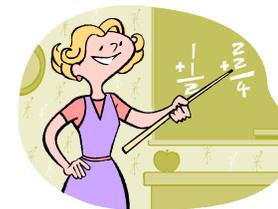
Background to the policy

This policy contains the key pencil and paper procedures that will be taught within our school. It has been written to ensure consistency and progression throughout the school and reflects a whole school agreement and is inline with the feeder schools to the high school.

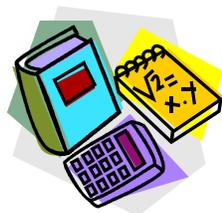
Although the focus of the policy is on pencil and paper procedures it is important to recognise that the ability to calculate mentally lies at the heart of the Primary National Strategy for mathematics. The mental methods in the *Primary Framework for teaching mathematics* will be taught systematically from Reception onwards and pupils will be given regular opportunities to develop the necessary skills. However 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 both helps children to clarify their thinking and supports and extends the development of more fluent and sophisticated mental strategies.

During their time at this school 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.



This policy concentrates on the introduction of standard symbols, the use of the empty number line as a jotting to aid mental calculation and on the introduction of pencil and paper procedures. 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 – pictures, mental calculation with or without jottings, structured recording or a calculator. Our long-term aim is for children to be able to select an efficient method of their choice (whether this be mental, written or in upper Key Stage 2 using a calculator) that is appropriate for a given task. They will 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?’

Further supporting documents for the policy can be found on ‘MathsWeb’ (www.leics.gov.uk/sips/lqfl_numeracy). These include:

- Parents’ Leaflets containing ideas for fun maths activities
- Parent guidance on mental and written calculation (Sums and Things)
- Helping your child with maths
- Updating division - a paper discussing the progression in division
- Extra guidance for recording in mathematics for years R to 3.