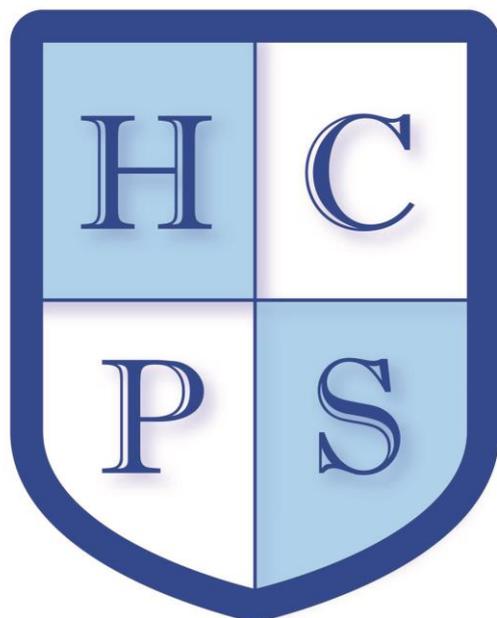


# Hunslet Carr Primary School



## Calculation Policy

**High expectations**  
**Caring**  
**Positive attitude**  
**Successful**

Policy reviewed: January 2017

Next review: January 2019

*High expectations, Caring, Positive Attitudes & Successful*

## **STRENGTHS OF OUR SCHOOL**



### **The Children**

- Are well behaved, calm and polite
- Are engaged, positive and resilient
- Are supportive and helpful towards others
- Have an input on important decisions
- Have a sense of belonging

### **The Community**

- School supports the whole family not just the child
- Recognises the importance of attendance
- Spreads our growing reputation as a good school
- Helps celebrate the children's achievements
- Supports the school on improving behaviour

### **The Curriculum**

- Is a fun curriculum that is engaging
- Maintains a strong focus on the basic skills
- Is enriched through extra-curricular activities
- Supports our most vulnerable children
- Provides a rich variety of experiences & opportunities

### **The Staff**

- Develop nurturing relationships with children
- Provide good quality teaching and learning
- Support one another to help the children
- Are consistent in how they treat children
- Identify children's SEN needs early

## THE CURRICULUM WE HOPE TO PROVIDE



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### **Skills**

Fluent and confident in Reading, Writing and Maths  
Communicate with confidence  
ICT skills fit for the future  
Life skills – money, time, cooking  
Safety skills – Swimming, healthy choices  
Problem solving skills – Patience & Resilience

### **Attitudes**

Confident and independent  
The belief they can reach for the stars  
Celebrate a range of cultures  
Take responsibility for the environment  
Be honest and learn from their mistakes  
Children who are caring and helpful

### **Experiences**

To have 1<sup>st</sup> hand experiences of...  
Going away on a residential trip  
Visiting a range of places of worship  
A chance to look after an animal  
Relevant trips to theatres/farms/beaches  
Taking part in public performances  
Work experiences & further education

### **Knowledge**

High school ready English & maths  
To know about local places of interest  
To know where we are in the world  
Life skills – money, time, cooking  
Information about possible careers  
To know major historical facts  
To know their own strengths

## Purpose of the policy

For all people connected with the school to understand the process by which children will be taught to develop the skills of calculation within our curriculum, what this looks like, the stages they will move through and our end of key stage expectations.

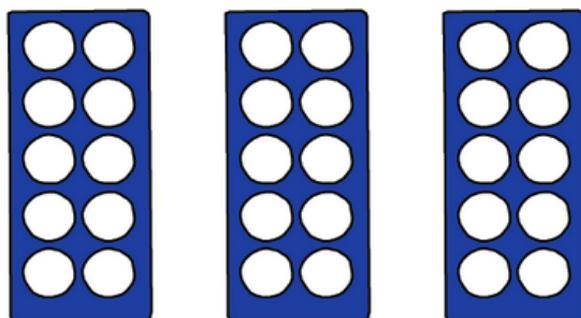
Each operation has been written to show the progression we envision children will go through on their way to being confident and proficient at calculation.

## Agreed Vocabulary

Symbol	Agreed Vocabulary
+	<b>Add</b> the answer would be the <b>Total</b> or <b>Sum</b>
-	<b>Subtract</b> the answer would be the <b>Difference</b>
X	<b>Multiplied by</b> or <b>Multiply</b> the answer would be the <b>Product</b>
÷	<b>Divided by</b> or <b>Divide</b> the answer would be the <b>Quotient</b>
=	<b>Equals</b> should be thought as two sides of an equation in <b>Balance</b>

Children should be taught the correct shape names and associated properties – For example children should be taught the difference between a **Rhombus** and a **Rectangle** and why a **Square** is a special type of shape because it is both.

We have agreed that  $10 \times 3$  should be thought of as 10 multiplied 3 times and would look like this;



We have also agreed that when we teach expanded and compacted column subtraction we will use the term **Exchange** to describe the process of taking a number from a more significant column to allow a subtraction to take place.

## Visual Calculation Posters

In adopting this policy we have agreed to use the Visual Calculation Posters designed by Dave Godfrey and accessible through the school's Central Resource Library.

It is expected that the posters relevant to the 4 operations and the stages the class are working on will be displayed in the classroom.

## How will Calculations be evaluated by SLT?

Through a range of moderating measures SLT will evaluate whether teachers are using the appropriate Calculations at a given Milestone as well as whether teachers are creating deep learning or rushing through the different calculation strategies.

### **The BIG FOUR**

