1. **Introduction**

This calculation policy aims to set out our clear expectations for the progression of calculation stages for each of the four operations. This policy has been created through consultation with staff before being taken to the Full Governing Body.

1. **Leadership and management**

This policy will be reviewed by the staff and maths leader every three years unless there is a change in maths curriculum. Regular learning walks monitoring displays will be taken with feedback appropriately provided.

Staff needs in CPD in relation to displays may come through performance management, recognition of a whole school need or through the needs of individual pupils.

1. **Teaching, learning and assessment**

This policy gives a guide as to which method children should be learning in each year group, The pre-requisites and informal ‘jotting’ methods are taught before the children start learning their formal expanded and written methods. This enables the children to learn the written methods much more quickly, as the prior learning has been embedded and the calculation skills needed have already been taught and learnt.

1. **Personal development, behaviour and welfare**

This policy outlines ways to support pupils throughout the school on how to perform calculations. Although there is some flexibility between year groups we want to ensure that the children have fully mastered key skills and deepen their learning.

1. **Outcomes for pupils**

Our whole school philosophy totally encompasses the equality of access and opportunity. The contribution all pupils make must be acknowledged and valued. The progress from nursery to year six should be evident from the work that is seen on display and in the way that children approach calculations.

1. **Wilbraham Way Expectations – calculations**
   1. Planning – use White Rose mixed age planning units to help plan and prepare resources but to adapt for the class and use a variety of teaching resources to support
   2. Curriculum – ensure that tasks are appropriate to the children
   3. Progression – children can only progress when they have fully mastered the learning
   4. Mastery – mastering the calculations and deepening learning is vital
   5. Knowledge – all teachers will know the progression and where the children are moving towards
   6. Resources – children will learn from using concrete objects not just abstract calculations
2. **Links to other policies**
   1. Maths policy
   2. Wilbraham Way Non-negotiables
3. **Appendices**

**9.1 Calculation progression overview**