

HJS Written Calculation Policy - A Parents' Guide

The purpose of the progression within our policy is to ensure that every child develops a personal 'tool kit' of written methods, that they can confidently use, understand and apply when faced with a given mathematical application or situation.

To maximise the teaching and consolidation of these written methods, the following recommendations are adhered to in the teaching of mathematics at HJS:

- The Calculation Policy is referred to when teachers plan teaching units on the written methods. They will also identify any associated mental/written calculation methods, e.g. subtraction while learning the 'chunking' division method, which could support the written method to be taught. This can then be included within the planning (possibly within mental/oral components) for that specific unit.
- The first lesson on a given written method will focus on the range of methods the class are currently using, i.e. the method they were taught in the previous year. An open discussion comparing the methods used will highlight personal preferences and any misconceptions. The class teacher may also find it useful to compare and contrast the relative merits of the range of methods, i.e. how effective and efficient are they? The advantages of using a given method can also be discussed at this stage.
- Once the 'existing' methods have been consolidated, the children can be taught the next progression. It is important that they are taught the similarities between the 'old' and 'new' methods. Please note for some children, this may not fit with the 'year group expectation', for example, a child in Year 5 may still be

using the written method he/she has learnt in Year 3. In this instance, he/she will need to be taught the 'Year 4' method, prior to being taught the 'Year 5' method.

Please note it is imperative that each child progresses at their own pace. There is no expectation for every child to be using the written method identified for their year group in the policy.

- Given the importance of each child having a toolkit of effective written methods, it may mean that the unit of teaching may need to be extended to ensure that all children have the required confidence and experience in applying the new taught method. This essential consolidation can take a number of formats:
 - The teacher may identify a particular operation, i.e. division, as a notable weakness in their class. This might then be established as a class 'Curricular Target' for a term. It is not necessary for the whole year group to have the same target. As a Curricular Target, teachers will tend to plan in an explicit opportunity each week to revisit the relevant written method.
 - Teachers ensure that the written methods, across the four operations, have a greater chance of being retained through regular consolidation, planning in intermittent mental/oral sessions to revisit the taught methods.

The Maths Team

